REPORT RESUMES

ED 012 047 AL 000 538

INTRODUCTION TO THE DACCA DIALECT OF BENGALI.

BY- RAY, PUNYA SLOKA AND OTHERS

CHICAGO UNIV., ILL.

REPORT NUMBER BR-5-1283 PUB DATE 66

CONTRACT OE-5-14-041

EDRS PRICE MF-$0.45 HC-$12.80 320P.

DESCRIPTORS- *BENGALI, *LANGUAGE INSTRUCTION, *CONTRASTIVE LINGUISTICS, ENGLISH, PHONOLOGY, TAPE RECORDINGS, DIALECTS, DACCA DIALECT, CHICAGO

THIS INTRODUCTORY STUDENT'S TEXT IS BASED ON A MODIFIED FORM OF BENGALI, AS SPOKEN IN AND AROUND DACCA, THE CAPITAL CITY OF EAST PAKISTAN. THE TEXT CONSISTS OF A CONTRASTIVE ANALYSIS OF ENGLISH AND DACCA BENGALI PHONOLOGY, AND 15 LESSON UNITS, ACCOMPANIED BY TAPES CORRELATED WITH THE CONVERSATION BUILDUPS AND DRILLS. THE MATERIAL IS DESIGNED TO DEVELOP ORAL SKILLS BEFORE INTRODUCING THE WRITTEN LANGUAGE. THE GENERAL FORMAT AND METHODOLOGY OF THIS BOOK FOLLOW "AN INTRODUCTION TO BENGALI, PART I," BY EDWARD C. DIMOCK AND OTHERS, EAST WEST CENTER PRESS, 1965. THIS EARLIER TEXT BY DIMOCK, HOWEVER, WAS BASED ON THE "STANDARD COLLOQUIAL" BENGALI WHICH IS SPOKEN THROUGHOUT WEST BENGAL AND EAST PAKISTAN AND WHICH DIFFERS FAIRLY RADICALLY IN PHONOLOGY, MORPHOLOGY, AND LEXICON FROM THE BENGALI OF DACCA. (AMM)

ED012047

INTRODUCTION TO THE DACCA DIALECT OF BENGALI

Punya Sloka Ray
Roushan Jahan
Muzaffer Ahmad

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AL 000 538

INTRODUCTION TO THE DACCA DIALECT OF BENGALI

Punya Sloka Ray

Roushan Jahan

Muzaffer Ahmad

THE UNIVERSITY OF CHICAGO
1966

THE RESEARCH REPORTED HEREIN WAS PERFORMED PURSUANT TO A CONTRACT WITH THE UNITED STATES OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.

PREFACE

An Introduction to the Dacca Dialect of Bengali is based on the teaching text An Introduction to Bengali, Part I (Honolulu: East-West Center Press, 1965), by Edward C. Dimock, Jr., Somdev Bhattacharji, and Suhas Chatterjee, insofar as structure of the lesson materials and general methodology are concerned. That text however assumes as its target what is ordinarily called Standard Colloquial Bengali, the language of reasonably well educated people spoken all across Bengal, but based upon the dialect spoken in and around Calcutta.

Over the past several years, it has become increasingly clear that students who have learned the SCB and gone for study or other purposes to East Pakistan have a sometimes serious linguistic adjustment to make. The fact has been recognized by the Peace Corps, for example, under whose auspices Mr. Rafique-ulislam, also using as a model the SCB text, prepared special materials for East Pakistan at the University of Minnesota. Some of his ideas have been incorporated into the present text, and we wish to acknowledge our gratitude here.

We wish also to thank Mr. Shamsul Bari of Dacca and the University of Chicago, for his assistance with the preparation of the final copy, and Professor Edward Dimock of the University of Chicago, for supervision and editing of the final draft.

INTRODUCTION

1. The language.

The Bengali language is spoken by upwards of seventy-millions of people in the eastern part of the Indian sub-continent; it is a recognized language in both the Republic of Pakistan and the Republic of India.

Bengali is an Indo-European language, and therefore of the same linguistic lineage as English and the other European languages, though of a different branch of the family. The branch of the family to which Bengali belongs is called Indo-Iranian; its sub-branch is called Indic. In the Indic family, among the modern languages (of which the direct ancestor is a form of Sanskrit) are Bengali, Hindi, Marathi, Gujarati, Sindhi, Assamese, Oriya, Panjabi, Nepali, Sinhalese, and Kashmiri. These languages are closely related to one another as are, for example, Italian and Spanish of the European Romance branch of the Indo-European family. Other languages of India, such as Tamil, Telugu, Malayalam, and Kannada, are of an entirely different language family (Dravidian).

The immediate origins of the Bengali language are somewhat obscure.[1] The chances are that it derives directly from an Eastern variety of an Indic language closely related to Sanskrit, perhaps a "dialectical" variety of that language. In any case, in the stages of Indic language development known as Prakrit and Apabhramsa, it seems clear that in the eastern areas of the Indian sub-continent -- those areas now occupied by the Indian states of Bengal, Assam, Orissa, the eastern part of Bihar, and the Pakistani province of East Bengal-- divergent forms of language were developing.

---

[1] For an extensive study of its history, see S.K. Chatterji, Origin and Development of the Bengali Language, Calcutta University, 2 vol., 1925-27.

The earliest work in Bengali which has been so far discovered is that of the so-called cārya-padas, late Buddhist religious verses.[2] Some scholars date these songs as early as the 8th century, although the 10th century would probably be more accurate. Interestingly, these songs have been claimed by the Assamese to be in Old Assamese, by the speakers of Oriya to be Old Oriya, by the speakers of Hindi to be Maithili, and by the Bengalis to be Old Bengali.

Bengali has a very long and a very rich literary tradition. The high points of Bengali literature have been perhaps in the periods of the 14th through the 17th centuries, when the great Vaiṣṇava religious literature in the form of lyrics, biographies, and theological treatises was written, and in the 19th and 20th centuries, when Bengali literature underwent a renaissance under the impact of Western literary forms. This was the period in connection with which such names as Rabindranath Tagore and Bankim-candra Chatterji are heard.

That Bengali literature has had these two peaks does not mean that between them things were stagnant. On the contrary, in other periods much literature of interest and often of outstanding quality was being produced: for example, the Caṇḍī-maṅgal of Mukundarām and the Vidyā-sundar of Bhāratcandra. The Muslim rulers of Bengal, who held sway from the beginning of the 13th century until their defeat by the British in 1757, were ardent patrons of Bengali literature. Under their patronage both Hindu and Muslim writers flourished.[3]

---

[2] The cārya-padas were discovered in a MS in Nepal by M.M. Haraprasad Shastri. They have been published several times in Bengali, and some of them translated into English (Sukumar Sen, Old Bengali Texts--in Indian Linguistics, Calcutta, 1948) and into French (M. Shahidullah, Les chants mystiques, Adrien-Maisoneuve, Paris, 1928).

[3] See Sukumar Sen, History of Bengali Literature Sahitya Akademi, New Delhi, 1960; D.C.Sen, History of Bengali Language and Literature, Calcutta University, 1954; J.C. Ghosh, Bengali Literature, Oxford University, 1949.

2. Type of language.

The language which you are about to begin learning is a modified form of the type of Bengali spoken in and around Dacca, the capital city of East Pakistan. There is as yet no standard language spoken all over East Pakistan, in the way in which "standard colloquial Bengali" is spoken and understood by educated speakers throughout West Bengal and to some extent throughout the whole Bengali-speaking area.

You will find that in phonology, morphology, and lexicon primarily, this modified Dacca speech differs in some cases fairly radically from the type of Bengali presented in An Introduction to Bengali, Part I. It is because of these differences, which must be recognized by the increasing numbers of students and others concerning themselves particularly with East Pakistan, that these special lessons have been designed.

The term "modified form" was used above. This does not mean that the language which you will learn in these lessons is an artificial language. It does mean that "pure" Dacca dialect, which is as divergent a dialect as that of Birbhum or that of Sylhet from the standard language, will not be as useful to the majority of foreigners in East Pakistan as a modified form of it. For pure dialect forms will be useful only in the geographically -- and, it is possible to add, social -- areas in which the dialect is spoken; speech which incorporates more standard forms with dialect features which are standard or becoming so, will be understood and used by educated Pakistanis throughout East Pakistan.

The fact that the dialect here described is modified is indicated by the fact that, as will be seen in the practice sentences, there is a certain amount of stylistic choice possible. For instance, the standard Bengali post-position /śoŋge/ will sound well to the Dacca dialect speaker in some environments, while the more purely dialectal form /loge/ will "seem to be more appropriate" in others. The occurences of these variations are entirely unpredictable, and usually, in the practice sentences, both will be given.

3. The materials.

a. Aims.

This work is An Introduction to the Dacca Dialect. Although we will not neglect the written language -- indeed, part of our purpose is to teach you to read the language well -- it has seemed to us sound practice both practically and pedagogically to introduce you to the spoken language first. Before we begin to teach you the written language, we want you to be able to carry on simple but reasonably fluent conversation in Bengali. The reasons for our putting the spoken language first are three. First, it is assumed that you will be using the spoken language in the future, that you will at some time be in East Pakistan. Secondly, the Bengali writing system is quite as deviant from the pronunciation of the language as is the English one; to learn to spell Bengali words in Bengali script is not the most elementary, and therefore not the first, task. Finally, and perhaps most important. we feel that reading the language will come easier to you if its sentence patterns have become familiar through speech. In other words, when you learn to read you will be able to think of the sentence or part of the sentence as a unit, and not be forced to read "word by word", trying to fit each word into the sentence pattern consciously and slowly. Bengali is not a highly inflected language in which there are many case-endings and other factore which make the relationships of words to each other obvious; on the contrary, Bengali, like English, is a language in which great subtlety is possible through syntactic variation. You would be more puzzled by this if you attempted to go directly to the written language than you will be by mastering the patterns of the spoken Bengali first.

b. Arrangement of materials.

The arrangement of each unit or lesson within the book is as follows:

1. Conversation. "Build-up", translation, and Bengali.

2. Grammatical points which occur in the conversation materials.
3. Pattern drills: English to Bengali.
4. Translation drills: English to Bengali.
5. Vocabulary.

For the first several lessons, mutation and other drills given on the tapes will be reproduced in the written text of the lesson, to help you get used to the system.

The student is expected to deal with this material as follows:

1. *Conversation*. The conversations and other drills are recorded on tape. Before each class, the student should spend time listening to the tapes of the lesson, memorizing the sentences and mutations, and preparing himself to be able to reproduce them flawlessly in class. Note that "flawlessly" means not only in good grammatical form, but with good pronunciation and intonation as well. The taped drills are designed to help you to do this. In the class, the instructor will move around the room, asking each student to reproduce the sentence, first in English, then in Bengali. As one student repeats, other students should repeat the sentence under their breaths. If a mistake is made, both instructor and student should repeat the sentence in full, with corrections. The conversation drills can then be used as conversations, with the instructor as *A* and the student as *B*, or with two students taking two parts, or with some other arrangement. The conversation is the base of the whole lesson. It is necessary, therefore, that the sentence in it should be perfected before going on.

2. *Grammatical section*. This section is designed to give variants and to point out formal types of structure *which occur within the conversation*. This grammatical section is not designed to stand alone, but to explain and extend what has already been memorized. Knowing what is in this section will not enable you to speak the language. But

occasionally verb or other paradigms occur within this section; it will not hurt you to memorize these. It is important that you know what is in this section -- read it with care, and drill on it where necessary. For the first several lessons also, there are charts of sentence structure included in the grammar section. Go through these charts carefully, forming all possible Bengali sentences. The instructor may also use these charts as a basis for constructing Bengali sentences for comprehension drill. In such a comprehension drill, the instructor should speak the Bengali sentence; after him, the student will repeat the sentence and translate it into English.

3. The pattern drills are based upon the sentence patterns which occur within the conversation, with variation in vocabulary. The purpose of these is to fix a sentence pattern in the student's mind, so that he can reproduce the pattern automatically, with his concentration only upon the substituted form. This type of drill is good also for vocabulary. The instructor will move around the class, drilling each student on the pattern. It is to be noted that these pattern drills are designed only as a base; it is expected that the instructor will add variations of his own. It is to be noted also that the pattern drills are vertically constructed, so as to constitute a connected conversational sequence: i.e.; 1a, 2a, 3a, etc.; 1b, 2b, 3b, etc.

4. Translations. These are also based on the conversation, though they are more deviant than are the pattern drills It is expected that the student will write these translations out, first in transliteration and, after it has been learned, in the Bengali script. The vocabulary in the last section is designed to go along with both the pattern drills and with these translation exercises.

5. Vocabulary cards should be made and kept up to date.

6. It is to be noted that there are other types of drills which can be profitably used -- for example, completion drills. It is also expected that unprepared conversations

will be used, in which the instructor supplies a stimulus in the form of a physical object, or in the form of statements and questions to the students. Students will answer in Bengali, and, when corrected, repeat the complete Bengali sentence as above.

c. The method.

1. The materials presented here assume that one of the instructing staff will be a native-speaking Bengali. The following points should be remembered about this method of instruction, which will be new to some. First, as will be pointed out again, mimicking the speech of the Bengali speaker is not insulting or impolite in this situation. On the contrary, it is flattering to him that you want to learn his language correctly. Try to imitate his speech as closely as possible. It is his native language, and he knows how it should be spoken. Secondly, the speech of one Bengali speaker might differ slightly from that of another, just as an American from Boston will speak differently from one from Texas. But as both Bostonians and Texans speak good English, so you will speak good Bengali if you imitate the speech of your instructor. Further, do not worry about mistakes in recitation. Our only aim is to teach you the language. You will have a chance to correct yourself.

2. It is wise to remember that you are about to begin learning a language which is perhaps different in grammatical and other concepts from those European languages with which you are more used to dealing. Every language has its unique qualities. Do not try to impose the traditional grammatical concepts which you might have learned in Latin, for instance, on Bengali. It might work, but it might only serve to cloud the issue.

3. Learning a language is work. There are possibilities of easing the strain, and we have tried in these materials to do this as much as possible; but there is a point beyond which nothing but your own effort can suffice. You will need

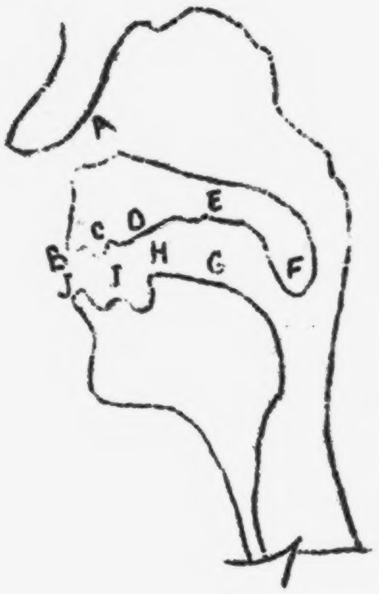
to memorize vocabulary and patterns, you will need to work to perfect your pronunciation; there is no way around this in learning a foreign language.

4. Finally, relax. When they reach the point at which they can read and speak the language with competence, most people feel amply rewarded for their effort. In reaching that point, however, there might be some periods during which you feel that little progress is being made. All that we can say is that you can be taught the language if you are willing to learn. Do not be discouraged if things do not seem to go at first as fast as you had hoped they would. It is better to get a firm foundation in the language at the expense of speed than to have a rapid but superficial smattering of it. You will soon reach the point where you will be able to read and speak easily and fluently.

An Introduction to the Dacca Dialect of Bengali

Part I. Phonology.

1. The following is a diagram with which you should become familiar. Examine the diagram and locate the parts of your mouth indicated with the help of your tongue or of a mirror. The proper reproduction of Bengali sounds is going to force your articulatory organs into positions which will be unfamiliar to you, unless you already happen to know some other Indo-Aryan language. The more aware you are of the location of the articulatory organs and points of articulation, the more control you will have over them, and the easier it will be for you to learn to put your tongue and other organs in proper position for the reproduction of a particular sound.



A -- nasal passage
B -- upper lip
C -- upper teeth
D -- alveolar ridge
E -- palate
F -- velum
G -- tongue blade
H -- tongue tip
I -- lower teeth
J -- lower lip

Diagram A.

2. At first, the reproduction of certain Bengali sounds will seem a bit awkward to you. It is important to remember that all people are given the same set of articulatory organs, and that almost any individual can learn to reproduce the sounds of any spoken language. The vocal muscles of some individuals may, however, have been more fully developed than those of others, just as a particular individual may have a more fully developed and more controlable set of biceps or any other muscle. Therefore some of you may find that you can learn

to reproduce unfamiliar sounds easily and rapidly; others may find that they have a little more trouble at first. It is vital for those who do seem to have a little trouble at first to realize that learning to pronounce Bengali sounds well is a matter of establishing a new set of articulatory habits; this will come with time, effort, and practice. You will be able to pronounce the language well if you want to do so enough to work at it.

"The student should be ready to mimic the speakers whom he hears. Every inflection, every lip movement, every tongue movement, every gesture -- oral and non-oral -- should be repeated by the student with as much fidelity as he can attain. He may "feel queer" in attempting to mimic but he should remember that he has a choice: (1) he may choose to appear queer to himself but less queer to the native because of the accurate reproduction of the sounds, or (2) he may choose to appear natural to himself but seem to the native speakers of the language to be very queer and "foreign" because of his carry-over of English sounds to the other language. In adult society within a single language group it is likely to appear highly discourteous for one person to mimic another, but when different languages are involved the speakers of the one are highly pleased when a foreigner attempts to speak their language flawlessly. The mimicry of foreign speakers with scrupulous attention to detail is socially commendable rather than rude. The student should take every opportunity, therefore, of trying to mimic native speakers, taking care to reproduce their sounds as accurately as possible.*

3. Symbols.

Since the roman alphabet does not allow for the representation of certain of the sounds which occur in Bengali, modifications of it have been made in the romanized transcription in which this *Introduction to the Dacca Dialect of Bengali* has been partially written. We have tried to use as few unfamiliar symbols as possible, but a few are unavoidable. These will quickly become familiar to you. Those which are unfamiliar are the following:

---

* Kenneth L. Pike, Phonemics, A Technique for Reducing Languages to Writing, Ann Arbor: University of Michigan Press, 1947. p. 12.

1. /ṭ/(subscript dot). There is only one English sound represented by the symbol *t*. In Bengali, there are two: "dental" and "retroflex". The "retroflex" sound is represented therefore by the letter symbol with the sub-script dot. The dot will also occur with the letter symbols ṭh and ḍ. (Educated speakers will sometimes use the retroflex ṛ.)

2. /ŋ/. The sound is that represented in English orthography by the sequence *ng*: the final sound in the word "ring" ([ri*ŋ*]). The sound is a single one, and therefore is represented by a single symbol in phonetic writing; this also saves orthographic confusion when there is a phone sequence [ŋg], as there frequently is in Bengali.

3. /th/ (kh, etc.). This symbol does *not* represent the sound which it represents in the English words "*th*in" and "*th*en", but symbolizes an aspirated *t*. For a discussion of aspiration, see below section 4.1.2 .

4. /ś/ is one of the common phonetic symbols for the sound represented by the English letter-sequence *sh*. The English word "shin", therefore, could be phonetically represented in our transcription as [śin].

5. /ɛ/ is the symbol for the vowel sound in the English word "cat" ([khɛt]).

6. /ɔ/ is the symbol for the vowel which *some* American dialects have in the word "law" ([lɔ]) or "saw" ([sɔ]); those in whose dialects this sound does not

occur will have to learn it as a new sound.

3.1. Since Bengali orthography is quite as deviant from pronunciation as is English orthography, we will not introduce the Bengali script until a fair grasp of pronunciation, vocabulary, and word and sentence patterning has been gained. It is advisable, however, for the student to learn to work in Bengali script as quickly as possible after it has been introduced. Leaning too heavily on the transcription can be dangerous in terms of learning the written language.

4. The Bengali sounds:

4.1. Consonants.

The following is a list of the significant consonant sounds in Dacca dialect. The list follows the Bengali alphabetical order. This is the way in which the consonants are arranged in a Bengali dictionary (consonants as a block follow the vowels as a block). Therefore it will save you trouble in the future if you learn them this way. The consonants are:

[kɔ, khɔ, gɔ, gˀɔ, ɔŋ, ć, s, z, zˀ, t, th, d, dˀ,
ṭɔ, ṭhɔ, ḍɔ, ḍˀɔ, nɔ, pɔ, fɔ, bɔ, bˀɔ, mɔ, rɔ, lɔ,
s̆ɔ, hɔ]

4.1.1. Many of these consonant sounds will be completely familiar to you as speakers of American English. The familiar sounds are:

kh	as in American English "kit"	[khit]
g	as in American English "get"	[get]
ŋ	as in American English "ring"	[riŋ]
z	as in American English "zip"	[zip]
f	as in American English "fan"	[fɛn]
b	as in American English "ban"	[bɛn]
m	as in American English "man	[mɛn]
l	as in American English "lamb"	[lɛm]
ś	as in American English "shin"	[śin]
s	as in American English "sin"	[sin]
h	as in American English "ham"	[ham]

These sounds will be pronounced just as you pronounce them in American English. It will be noticed, however, that in some cases the English orthography is confusing: English has no distinction between aspirated (e.g., /kh/) and unaspirated (e.g., /k/) stops. Note that though the English word is spelled "kit" the sound is actually [khit]. There will be a discussion of aspiration in section 4.1.2. below.

4.1.2. Unfamiliar sounds.

The sounds which will be unfamiliar to most speakers of American English include:

4.1.2.1. The unaspirated voiceless stops. These are: [k, ṭ, t, p]. (For a discussion of [ṭ, t], see below, section 4.1.2.3.).

The term "unaspirated" means that there is no forcible discharge of breath after the stop has been made and released. The term "stop" means that there is a complete stoppage of breath at some point in the mouth; as the breath is stopped completely, a "stop" can be held for a long period of time. The term "voiceless" means that the vocal cords are kept loose, and that there is therefore no sonorous vibration: the distinction is that between [k] (voiceless) and [g] (voiced), between [p] (voiceless) and [b] (voiced). Say these pairs aloud and notice the difference between them.

Aspiration. Most English voiceless stops are aspirated, though aspirated with less force than Bengali stops. Aspiration is easy to demonstrate. Take a piece of tissue paper or a lighted match or candle and hold it before your mouth. Then pronounce the following words:

kit cat chat pit pat tat

The paper or flame will move with the pronunciation of the initial sound in each of these words. The breath which moves the paper or flame is the normal English aspiration of an ini- voiceless stop of a stressed syllable.

Most English voiced stops are unaspirated. Taking the paper or the flame, pronounce the following words:

gat bat dot bit jot got

The paper or flame will not move with the pronunciation of these words.

It is clear, then, that normal American English pronunciation has both aspirated and unaspirated sounds. However, aspiration in English is connected with *voiceless* stops, and non-aspiration with *voiced* stops. The series are incomplete. Bengali, on the other hand, has a complete series of aspirated and unaspirated stops both voiceless and voiced.

Pronunciation of voiceless unaspirated stops.

English does have voiceless unaspirated stops in certain types of situations. Thus these sounds will not be as unfamiliar to you as it might at first seem. Take the tissue paper or flame, and pronounce the following series of English words:

A.	*B*.
*p*it	s*p*it
*k*it	s*k*it
*c*at	s*c*at
*t*op	s*t*op

In the pronunciation of the words in column A., the paper or the flame will move. In the pronunciation of the words in column B., it will not. Voiceless unaspirated stops in English occur in these two circumstances above: when following *s*, and when final in a word. There is a third situation in which voiceless unaspirated stops occur. Pronounce the following English words:

A.	*B*.
*con*cert	*con*certed
*app*end	*up*end
*con*trast (noun)	*con*trast (verb)
*con*vert (noun)	*con*vert (verb)

In the pronunciation of the words in column A., the paper or flame will move. In the pronunciation of those in column B., it will move less or not at all. This is due to the stress pattern of English. Voiceless stops are unaspirated or nearly unaspirated in unstressed syllables.

There will be drills on the pronunciation of voiceless unaspirated stops below, in section 4.3.1.

4.1.2.2. Dental and retroflex stops.

American English usually has one type of stop, represented by the letters *t* and *d*. Bengali has two sets of stops of this type. Dental stops are those represented symbolically in the charts and lists above as [t, th, d]. Retroflex stops are those represented by [ṭ, ṭh, ḍ]. A great deal of care should be taken in learning to hear and to reproduce these two types of sounds.

As will be seen, a mistake in pronunciation will make a difference in what you say. The distinction between dentals and retroflexes seems to give American students a good deal of trouble at first. There is no reason why it should continue to do so -- it is a matter only of practice. But care should be taken from the very beginning to make contrasts clear. Otherwise, sloppy pronunciation habits will result. It is more important that you pronounce these distinctions clearly than that you speak rapidly.

4.1.2.2.1. Dental Stops.

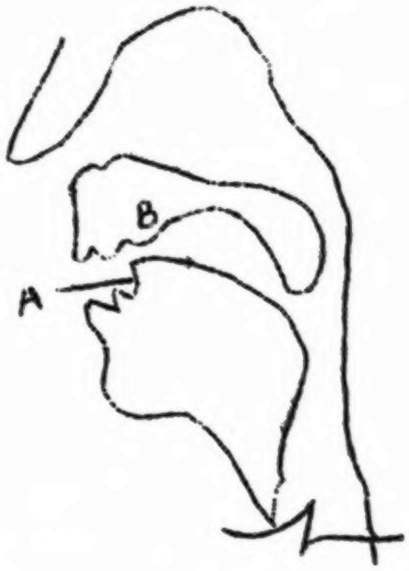


Diagram B.

The English sounds represented by the letters *t* and *d* are usually alveolar sounds -- i.e., sounds made by the contact of the tip of the tongue (A) with the area of the alveolar ridge (B). Pronounce the English words:

tip
top
dip
dim
tank
dank

Notice the area of the alveolar ridge with which the tip of your tongue comes into contact.

The Bengali sounds represented by the symbols [t, th, and d] are the dental sounds. They are made by contact of the tip of the tongue (A) with the back of the upper teeth near the gums (B)

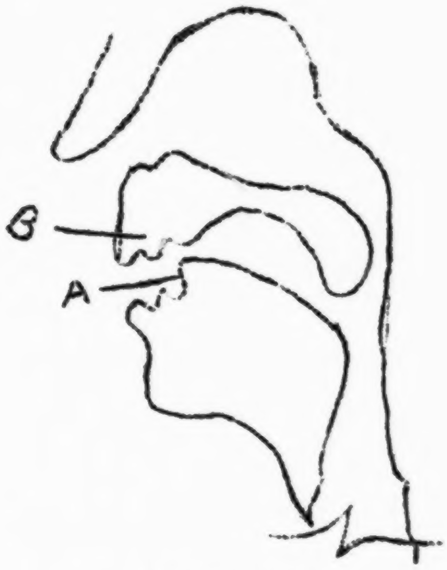


Diagram C.

Practice making dental stops with the tongue in the proper position. Drill on dental stops will be in sections 4.4.4. ff. below.

4.1.2.2.2. Retroflex stops.

These stops are made with the tongue curled back (retroflexed) toward the palate. Contact for the stop is made between the tip of the tongue (A) and the area just behind the alveolar ridge (B).

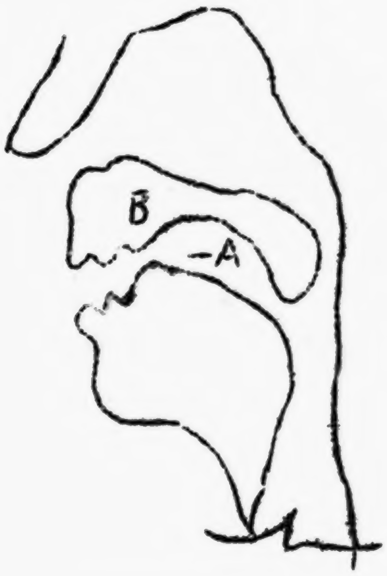


Diagram D.

It is interesting and perhaps instructive to note that the ordinary English alveolar stop often sounds to a speaker of Bengali like a retroflex stop. This is because the alveolar area is closer to the palate than to the dental area. More care, then, will have to be taken with the dental stops than with the retroflexed ones. When transcribing English loan words in Bengali, the symbol for the retroflexed stop is most often used.

4.1.3. Nasals.

As is the case with stops, the ordinary American English nasal represented by n̲ is usually an alveolar or pre-alveolar sound. The Bengali nasal represented by n̲ is usually, however, a dental sound; it is articulated with the tongue in about the same position as it is for the dental stops.

4.1.4. Flaps.

The flap is a type of sound familiar to speakers of British English, but not to most Americans. If you can say the word "very" as an Englishman would say it, you will be making a flap r̲ (represented as [r]). A flap is a sound similar in articulation to a stop, the essential difference between the two types of sounds being the duration of contact between the articulating organs. A stop by definition obstructs the breath completely, and can be held as long as the breath can be held. A flap, on the other hand, merely taps once the point of articulation with the tip of the tongue.

There are two types of flaps in Bengali. The first is a dental flap, made by contact of the tip of the tongue (A) with the just post-dental or pre-alveolar region(B).

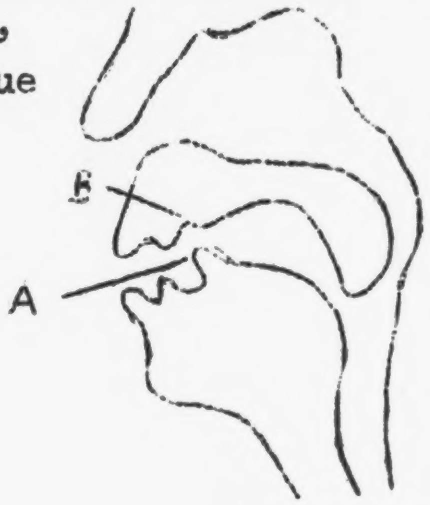


Diagram E.

The second is the retroflex flap, made by contact of the tip of the tongue (A) with the post-alveolar region (B):

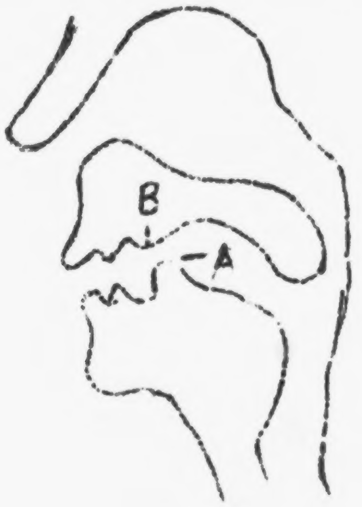


Diagram F.

Neither of these sounds is difficult to make, but many American students seem to have a desire to use their own r, which is not a flap and quite a different sound from either of the Bengali sounds in question. A good deal of practice might be necessary with these sounds.

4.2. Consonant drills. (To accompany tape).

For the time being, the meanings of the words given below are not important. You will read and hear the meanings of the words, and will remember some of them. But our first purpose is not to learn these words; it is to get their pronunciation correctly.

4.2.1. /kh/ (voiceless aspirated velar stop). Note that in word-final position, the aspiration tends to be lost. Using the tape, drill on the pronunciation of the following Bengali words:

English meaning	Bengali word
Initial position:	
envelope	kham
very	khub
canal	khal
empty	khali
food	khabar
I eat	khai
Medial position:	
mix	makha
branch (subdivision)	śakha
Final position:	
lakh (unit of 100,000)	lak
happiness	śuk
Utterances:	
I eat food	ami khabar khai
This piece (of cloth) is very bad	eikhane khub kharap

4.2.2. /g/ (voiced glottalized velar stop).

English meaning	Bengali word
Initial position:	
song	gan
cheek	gal
body	ga
tree	gas
round	gol

Medial position:

(to) wake up	zaga
within grasp	bage
fire	agun
garden	bagan

Final position:

anger	rag
portion	bʿag

Utterances:

I sing a song	ami gan gai
My cheek is red	amar gal lal

4.2.3. /ŋ/ (velar nasal). The phone /ŋ/ does not occur in initial position in Bengali.

Medial position:

envy	hiŋśa
plough	laŋgol
world, family	śɔŋśar
Bengali (person)	baŋgali
Bengali (language)	baŋgla

Final position:

clown	śɔŋ

4.2.3.1. The velar nasal /ŋ/ frequently occurs medially in cluster with /g/ and /k/, thus:

with (accompanying)	śɔŋge
Ganges River	gaŋga
skeleton	kɔŋkal

Utterances:

(speak	kɔ)
I speak Bengali	ami baŋla koi
My family is in Bengal	amar śɔŋśar baŋla deśe
He dresses like a clown	śɛe śɔŋ śaze

4.2.4. /s/ (voiceless apico-aveolar spirant).

Initial position:

ashes	sai

skin, hide	sal
goat	sagol
(to) print, stamp	sapa
son, boy	sele

Medial position:

bed, bedding	bisna
year	bɔsor
to select	basa
thick rope	kasi
false	misa
it is	ase

Final position:

tree	gas
fish	mas

Note the tendency toward loss of aspiration in final position.

Utterances:

The fire becomes ashes	agun sai hɔe
The boy is bad	seleṭa kharap
The boy sings a song	seleṭa gan gae
(sit	bɔś)
He sits in the tree	śɛe gase bɔśe

4.2.5. /z/ (voiced apico-aveolar spirant, the position of which is slightly more forward toward the front of the mouth than is the English sound represented by z).

Initial position:

jug	zɔg
net, snare (noun)	zal
(to) know	zana
(to) wake up	zaga
ship	zaʼaz
who (relative pronoun)	ze
that which	za
I kindle	zalai
shirt	zama

Medial position:

(to) dress, decorate	śaza
(to) sound, ring	baza
I scour	mazi

Final position:

easy	śoza
work	kaz

Utterances:

Work is easy	kaz śoza
He goes on a ship	śɛe zaˀaze zae
There is a fish in the net	zale mas ase

4.2.6. /f/ (libio-dental voiceless spirant). Some speakers of Bengali have a sound which is a bilabial spirant, made by the continuous expulsion of breath through a narrow aperture in the lips.

Initial position:

flower	ful
fruit	fɔl
whispering	fiś fiś
(to) return	fera
chip, slice	fala
(to) drop	fɛla

Medial position:

(to) jump	lafano
fruitless	bifɔl

Final position:

pardon (noun)	maf

Utterances:

(The) boy jumps	seleṭa lafae
There are flowers in the garden	ful bagane ase
There are fruits on the tree	gase fɔl ase

4.2.7. /b/ (bilabial voiced unaspirated stop).

Initial position:

flood	ban

sister	boin
(to) sit	bośa
(to) speak, say	bɔla
Bengali (language)	baŋgla
(to) sound, ring	baza

Medial position:

father	baba
food	khabar
stupid, foolish	haba

Final position:

very	khub
all	śɔb

Utterances:

He speaks Bengali	śɛe baŋla kɔe
Father eats	baba khan
He sits with my sister	śɛe amar boiner lɔge bośe
(play	khɛl)
All the boys play in the garden	śɔb sele bagane khɛle

4.2.8. /m/ (bilabial nasal)

Initial position:

mother	ma
maternal uncle	mama
garland	mala
fair	mɛla
name of a month	mag

Medial position:

(to) descend	nama
coat, jacket	zhma
long, tall	lɔmba
I	ami

Final position:

name	nam
envelope	kham
mango	am

Utterances:

I am a Bengali	ami baŋgali
My sister eats mangoes	amar boin am khae
My name is Lal	amar nam lal
My mother is tall	amar ma lɔmba
My uncle sits with me	amar mama amar lɔge bɔśen

4.2.9. /l/ (dental lateral).

Initial position:

red	lal
(to) jump	lafano
long, tall	lɔmba
(to) hit, strike	laga
unit of 100,000	lak
(to) wrîte	lɛkha

Medial position:

(to) play	khɛla
(to) drop	fɛla
empty	khali
gardener	mali

Final position:

cheek	gal
flower	ful
goat	sagol

Utterances:

My gardener is very tall	amar mali khub lɔmba
My sister plays in the garden	amar boin bagane khɛle
All the traps are empty	śɔb zal khali

4.2.10. /ś/ (palatal sibilant)

Initial position:

shawl	śal
(to) dress	śaza
easy	śoza
there, in that place	śeikhane

he, she, it	śɛe
week	śɔptaˀo

Medial position:

(to) come	aśa
(to) sit	bɔśa
dwelling-place, nest	baśa

Final position:

month	maś
end	śɛś

Utterances:

All the boys sit in the garden	śɔb sele bagane bɔśe
Next month will be the wedding	agami maśe bia hoibo
He comes there	śɛe śeikhane aśe

4.2.11. /h/ (glottal spirant).

Initial position:

creeping (noun)	hama
envy	hiŋśa
market (weekly)	haṭ
hand	hat

Where in standard Bengali /h/ would occur in medial position, in Dacca dialect there is a glottal catch /ˀ/.

Example:

zaˀaz	ship

See also below, section 4.4.1.

Utterances:

Uncle goes to the market	mama haṭe zan
There are flowers in my hand	amar hate ful ase
The steet becomes empty	rasta khali hɔe

4.3. Consonant drills: voiceless unaspirates.

4.3.1. /k/ (voiceless unaspirated velar stop).

Before undertaking the following drills on voiceless unaspirated stops, reread section 4.1.2., and with the help of a piece of tissue or a flame, practice the aspirated and unaspirated sounds (represented by the symbols k and kh), until you are able to pronounce k with little or no aspiration.

Aspirated	Unaspirated
khɔ	kɔ
kha	ka
khi	ki
khu	ku
khɛ	kɛ
khe	ke
kho	ko

Now pronounce the following Bengali words:

Initial position

what	ki
who	ke
desire	kam
ear	kan
near	kase
crow	kak´(kag - free variant)
time	kal
paper	kagoz
black	kala
why	kɛn

Medial position:

remainder, balance	baki
type of plant	makal
morning	śɔkal
all	śɔkol
(to) scold	bɔka

Final position

let it go	zak
vegetable	śak (śag)

Utterances:

Who is he?	śɛe ke
In the morning he goes to the garden	śɛe śɔkale bagane zae
I wake up in the morning	ami śɔkale zagi
The crow is black	kak kala
He buys vegetables at the market	śɛe haṭe sak kəne

4.3.1. The following are contrasts between /kh/ and /k/. You will see that in all cases the aspiration is all that makes the differences between two separate meanings. It will be clear that in order to understand Bengali and to be understood in it, you will have to learn to make very clear distinctions between aspirated and unaspirated stops.

Aspirated		Unaspirated	
English	Bengali	English	Bengali
canal, creek	khal	time	kal
sheath	khap	cup	kap
empty	khali	ink	kali
he (hon.) eats	khan	ear	kan
ditch, food	khana	blind of one eye	kana
very good	khaśa	(to) cough	kaśa
scalp, I/we open	khuli	porter	kuli

Utterances:

Crows eat mangoes	kak am khae
Ink is very black	kali khub kalo
The vegetables are very bad	śak khub kharap

4.3.1.1. Sometimes the distinction between k and g is difficult for a speaker of English to hear. Listen to and then pronounce the following sets of contrasts:

Voiceless		Voiced	
English	Bengali	English	Bengali
ear	kan	song	gan
time	kal	cheek	gal

tomorrow	kail	abuse (noun)	gail
crow	kak	let him sing	gak
nose	nak	Hindu surname	nag

4.3.2. /¢/ (voiceless unaspirated apico-alveolar fricative which may also be transcribed /ts/).

Pronounce the following Bengali words:

Initial position:

tea	¢a
I want	¢ai
he wants	¢ae
skin, leather	¢amra
let him ask, wheel	¢ak (¢aka)
custom, habit, fashion	¢al
(to) move, go	¢ɔla

Medial position:

(to) dance	na¢a
(to) wash (as clothes)	ka¢a
below, under	ni¢e
platform	ma¢a

Final position:

dance, (noun)	na¢
sound of crunching	kɔ¢ kɔ¢
creaking sound (as of shoes)	mɔ¢ mɔ¢

Utterances:

I want tea	ami ¢a ¢ai
My sister dances	amar boin na¢e

4.3.3. /ṭ/ and /ṭh/ (retroflex voiceless stops, unaspirated, aspirated).

Before beginning to pronounce the following series of stops, practice putting your tongue in the proper position (see section 4.1.2.2.2.); then pronounce the following aspirated set. When the articulatory position seems comfortable to you, try the unaspirated set, checking yourself with the paper or the flame, as before.

Aspirated	Unaspirated
ṭhɔ	ṭɔ
ṭha	ṭa
ṭhi	ṭi
ṭhu	ṭu
ṭhɛ	ṭɛ
ṭhe	ṭe
ṭho	ṭo

Now pronounce the following Bengali words:

English	Bengali
Initial:	
close, thick	ṭhaś
exactly	ṭhik
tap, knock	ṭhuk
deity	ṭhakur
Medial:	
gum, glue	aṭha
measure of land	kaṭha
stick, club	laṭhi
difficult	koṭhin
(to) rise up	oṭha
Final:	
wood, fuel	kaṭh (kaṭ)
field, meadow	maṭh (maṭ)
Utterances:	
I don't exactly know	ami ṭhik zani na
Uncle goes to the field	mama maṭhe zan
He has a club	tar laṭhi ase

4.3.3.1. Pronounce the following Bengali words with unaspirated retroflex stops:

English	Bengali
Initial:	
tin	ṭin
pigtail	ṭiki
tile	ṭali

spindle, reel	ṭaku
(to) draw, pull	ṭana
money	ṭaka
hat	ṭupi
aim	ṭik, ṭip

Medial:

(to) cut, divide	kaṭa
(to) pound to pulp	baṭa
cup	baṭi
small	soṭo
(to) lick, lap	caṭa

Final:

matted hair	zɔṭ
sound of footsteps	gɔṭ gɔṭ
market	haṭ

Utterances:

He cuts wood	śɛe kaṭh kaṭe
He draws water	śɛe pani ṭane
Lila has money	lilar ṭaka ase
The mali is a simple man	maliṭa śɔrol lok

4.3.3.2. The following are contrasts between /ṭ/ and /ṭh/; practice them well. The distinctions are vital.

Aspirated		Unaspirated	
English	Bengali	English	Bengali
measure of land	kaṭha	(to) cut	kaṭa
you (inf.) send	paṭha	plank	paṭa
exactly	ṭhik	aim	ṭik, ṭip
(to) hammer	ṭhoka	knock, copy	ṭoka
becomes cheated	ṭhɔke	becomes sour	ṭɔke
on the back; cake	piṭhe	having hammered	piṭe

Utterances:

I want money	ami ṭaka ȼai
There is a tree in the field	maṭhe gas ase

He comes, making a gɔṭ gɔṭ sound	śɛe gɔṭ gɔṭ kore aśe
Foreigners are cheated	bideśira ṭhəke

4.3.3.3. Sometimes the distinction between ṭ and ḍ is difficult for a speaker of English to hear. Listen to the tapes and then pronounce the following sets of contrasts:

Voiceless		Voiced (Glottalized)	
English	Bengali	English	Bengali
money, rupee	ṭaka	call (verb)	ḍaka
baldness	ṭak	call (noun)	ḍak
draw (verb)	ṭana	wing	ḍana
balance	ṭal	lentils, branch	ḍal

4.3.4. /t/ and /th/ (dental voiceless stops, aspirated and unaspirated).

For this set also, first find with your tongue the dental position, and practice finding that position with your tongue until it feels natural and comfortable to you (see ante, section 4.1.2.2.1.). Then pronounce the following series:

Aspirated	Unaspirated
thɔ	tɔ
tha	ta
thi	ti
thu	tu
thɛ	tɛ
the	te
tho	to

Now pronounce the following Bengali words with aspirated stops:

Initial:

English	Bengali
(to) remain, stay	thaka
station, police station	thana
flat metal dish	thala

kind of borderless cloth	than
bag, sack	tholi
(to) stop	thama

Medial:

head	matha
pain	bɛtha
word, story	kɔtha

Final:

way, road	pɔth (pɔt)
chariot	rɔth (rɔt)

Utterances:

I stay here	ami eikhane thaki
I stop here	ami eikhane thami
I have pain	amar bɛtha ase

4.3.4.1. Pronounce the following Bengali words with unaspirated dental stops:

Initial:

foundation, base, area	tɔla
stare, gaze (noun)	tak
heat, warmth	tap
musical measure	tal
tune	tan
oil	tel
(to) stare	taka

Medial:

how much, how many	kɔto
leaf, page	pata

Final:

hand	hat
real, true	śɔt

4.3.4.2. The following are contrasts between /t/ and /th/:

Aspirated		Unaspirated	
English	Bengali	English	Bengali
(to) remain	thaka	(to) stare	taka
piece of cloth	than	tune	tan
let it remain	thak	shelf	tak
head	matha	to be enthusiastic about something	mata
flat metal dish	thala	lock, padlock	tala
bag	tholi	bottom	toli

Utterances:

I remain on the road	ami pɔthe thaki
I stop in the road	ami pɔthe thami
I talk with him	ami tar śɔŋge kɔtha koi
How many words are on the page?	patae kɔto kɔtha ase

4.3.4.3. Sometimes the distinction between t and d is difficult for a speaker of English to hear. Listen to and then pronounce the following sets of contrasts:

Voiceless		Voiced	
English	Bengali	English	Bengali
tune	tan	right, gift	dan
bottom	tɔl	group	dɔl
his, her	tar	door	dar
opinion	mɔt	liquor	mɔd

4.3.4.4. Contrasts between dentals and retroflexes are as significant as those between aspirates and unaspirates. Note and pronounce the following contrasting pairs:

Aspirates			
Dental		Retroflex	
English	Bengali	English	Bengali
police station	thana	cold	ṭhanḍa
stop	tham	posture	ṭham (poetic)

(to) remain	thaka	deity	ṭhakur

Utterances:

It is cold there	śeikhane ṭhanḍa
There is a police station there	śeikhane thana ase
My head is cold	amar matha ṭhanḍa

Unaspirates

Dental		Dental	
English	**Bengali**	**English**	**Bengali**
you (inf.) stare	taka	money	ṭaka
tune	tan	you (inf.) draw	ṭan
there	tin	tin	ṭin
clapping of hands	tali	tile	ṭali
hand	hat	market	haṭ

Utterances:

There is money in his hand	tar hate ṭaka ase
There is money in his market	tar haṭe ṭaka ase
His hand is in the market (i.e., he has great influence in the market)	tar haṭe hat ase

4.3.5. /p/ (voiceless unaspirated bilabial stop).

Pronounce the following Bengali words:

	English	Bengali
Initial		
	leaf, page	pata
	betel	pan
	village drama	pala
	ripe	paka
	fan	paŋkha
Medial:		
	a term of address	bapu
	(to) print, stamp	sapa
	(to) measure	mapa

Final:

snake, curse	śap
silence	ȼ́up

Utterances:

I eat betel	ami pan khai
He measures the field	śɛe maṭh mape

4.3.5.1. Sometimes the distinction between p and b is difficult for a speaker of English to hear. Listen to and then pronounce the following sets of contrasts:

Voiceless		Voiced	
English	Bengali	English	Bengali
village drama	pala	bangle	bala
betel nut	pan	flood	ban
sin	pap	father (coll.)	bap
term of address	bapu	suffix applying Bengali gentleman	babu

4.4. Consonant drills: voiced glottalized stops.

Where in standard colloquial Bengali there is a full set of voiced aspirated stops, in the Dacca dialect the aspiration is replaced by a velar catch. This however provides a full set of contrasts with the voiced unaspirated stops.

4.4.1. /g'/ (voiced glottalized velar stop).

The voiced glottalized series is one which will not be familiar to you as speakers of American English.

Careful listening and imitation, practice and patience, will bring results. Before attempting the pronunciation of Bengali words, try the following series of exercises, first the unaspirated, which will be familiar to you, and then the glottalized. Practice the glottalized series until you can imitate the tape well.

Unaspirated	Glottalized
gɔ	g'ɔ
ga	g'a
gi	g'i

gu	g'u
gɛ	g'ɛ
ge	g'e
go	g'o

Now pronounce the following Bengali words:

	English	Bengali
Initial:		
	water pot	g'ɔṭ
	landing or bathing place	g'aṭ
	sweat	g'am
	grass	g'aś
	clarified butter	g'i
	oil-mill	g'ani
Medial:		
	blow, strike	ag'at
	fierce, tiger-like	bag'a
	lightness	lag'ob
Final:		
	tiger	bag' (bag)
	name of a month	mag' (mag)
Utterances:		
	I go to the ghat	ami g'aṭe zai
	I cut the grass	ami g'aś kaṭi
	I fetch the ghi	ami g'i ani
	Is that a tiger	oiṭa ki bag'

4.4.1.1. The following are contrasts between /g/ and /g'/:

Unaspirated		Glottalized	
English	Bengali	English	Bengali
you (inf.) seize	baga	tiger-like	bag'a
round	gol	buttermilk	g'ol
body	ga	sore; striking	g'a
within grasp	bage	(by the) tiger	bag'e

4.4.2. /z'/ (voiced glottalized apico-alveolar affricate).

Before attempting the pronunciation of Bengali words, try the following series of exercises, first the unaspirated, then the glottalized. Practice the glottalized series until you can imitate the sound well.

Unaspirated	Glottalized
zɔ	z'ɔ
za	z'a
zi	z'i
zu	z'u
zɛ	z'ɛ
ze	z'e
zo	z'o

Now pronounce the following Bengali words:

	English	Bengali
Initial:	pungent, hot (as food)	z'al
	sharp, clever	z'anu
	maid-servant	z'i
Medial:	amidst, among	maz'e
	(to) understand	boz'a
Final:	the middle	maz' (maz)
Utterances:	The food is hot	khabarṭa z'al
	The boy is clever	seleṭa z'anu
	He sits among the flowers	śɛe fulgulor maz'e bɔśe
	I understand what you say	za tumi kɔe ta ami buz'i

4.4.2.1. The following are contrasts between /z/ and /z'/:

Unaspirated		Glottalized	
English	Bengali	English	Bengali
he scours	maze	amidst, among	maz'e

(to) be shut	boza	(to) understand	bozʼa
yes, (term of respect)	zi	maid-servant, daughter	zʼi
net	zal	spicy, hot	zʼal
shirt	zama	blackened brick	zʼama
weave	zola	bag, sack	zʼola
I scour	mazi	boatman	mazʼi

4.4.3. /ḍ/ and /ḍʼ/ (retroflexed voiced stops, unaspirated and glottalized).

Again, there are two problems for speakers of American English with the voiced retroflexed stops: first, the position in which the stop is made, and, secondly, the glottalization. Refer to sections 4.1.2.3.2. and 4.1.2.2. First practice placing the tongue in the proper position for retroflexed sounds, until that position seems natural and comfortable. Then try the following series, first the unaspirated stops, which will be natural to you, then the glottalized.

Unaspirated	Glottalized
ḍɔ	ḍʼɔ
ḍa	ḍʼa
ḍi	ḍʼi
ḍu	ḍʼu
ḍɛ	ḍʼɛ
ḍe	ḍʼe
ḍo	ḍʼo

Now pronounce the following set of Bengali words with unaspirated stops:

Initial:

English	Bengali
(to) call	ḍaka
dry land	ḍaŋga
branch, lentil	ḍal
small boat	ḍiŋgi
egg	ḍim
(to) sink	ḍoba

stick, staff	ḍaṇḍa
very large	bɔḍḍo

The voiced retroflex stop does not occur in medial position in a word except as a doubled ("long" or "geminate") consonant or in some other consonant clusters -- see section 4.5; the sound does not occur finally except in loan-words from English. An example of such a loan-word is:

road	roḍ

Utterances:

There is a staff in his hand	tar hate ḍaṇḍa
The bird sits on the branch	pakhiṭa ḍale bɔśe
The egg is very small	ḍimṭa khub soṭo

4.4.3.1. Now pronounce the following Bengali words with voiced glottalized stops:

English	Bengali
(to) hide, conceal; Dacca	ḍ'aka
shield	ḍ'al
(to) pour out	ḍ'ala
heap, pile	ḍ'ipi
loose, slack	ḍ'il
a kind of drum	ḍ'ol

The voiced retroflex glottalized stop, like the voiced retroflexed unaspirated stop, never occurs medially or finally.

Utterances:

I hide the book	ami boiṭa ḍ'aki
The drum sounds	ḍ'olta baze
He pours out the water	śɛ pani ḍ'ale

4.4.3.2. The following are contrasts between /ḍ/ and /ḍ'/:

Unaspirated		Glottalized	
English	Bengali	English	Bengali
(to) call	ḍaka	(to) conceal	ḍˀaka
in the egg	ḍime	slowly	ḍˀime
branch	ḍal	shield	ḍˀal

Utterances:

I call the boy	ami selere ḍaki
I hide the boy	ami selere ḍˀaki

4.4.4. /d/ and /dˀ/ (voiced dental stops, unaspirated and glottalized):

Again, there are two problems with these sounds: tongue position and glottalization. Refer to sections 4.1.4.2. and 4.1.4.3.1. Place your tongue, as before, in the proper position for dentals, and then pronounce the following series:

Unaspirated	Glottalized
dɔ	dˀɔ
da	dˀa
di	dˀi
du	dˀu
dɛ	dˀɛ
de	dˀe
do	dˀo

Now pronounce the following set of Bengali words:

English	Bengali
Initial:	
price	dam
gift	dan
stain, blemish	dag
day	din
chin, beard	dari
Medial:	
white	śada
river	nodi

first, original	adi

Final:

taste	śad
eczema	dad

Utterances:

Elder brother goes home	bʻaizan barite zan
I shall give him a gift	ami tare dan dimu
His beard is very long	tar dari khub lɔmba

4.4.4.1. Now pronounce the following set of Bengali words with glottalized dental stops:

English	Bengali
Initial:	
step	dʼap
rice	dʻan
wealth	dʻɔn
stream, current	dʼara
dust	dʼula
smoke	dʼuma
Medial:	
ass; stupid person	gadʼa
honey, nectar	modʼu
(to) entreat	śadʼa
straight, direct	śidʼa
Final:	
desire, wish	śadʼ (śad)
obstruction, impediment	badʼ (bad)
Utterances:	
I have many desires	amar ɔnek śadʼ ase

4.4.4.2. The following are contrasts between /d/ and /dʼ/:

Unaspirated		Glottalized	
English	Bengali	English	Bengali
price	dam	place, container	dʼam (learned)
gift	dan	rice	dʼan
direction	dik	(exclamation)	dʼik

afterwards	bade	is obstructed	bad'e
heap	gada	ass	gad'a
white	śada	(to) entreat	śad'a

4.4.4.3. The following are contrasts between dental and retroflexed voiced stops.

4.4.4.3.1. Contrasts between /ḍ/ and /d/ (retroflexed and dental voiced unaspirated stops):

Retroflex		Dental	
English	Bengali	English	Bengali
dry land	ḍaŋga	riot	daŋga
egg	ḍim	day	din
bucket	ḍol	swinging	dol

4.4.4.3.2. Contrasts between /ḍ'/ and /d'/ (retroflexed and dental voiced glottalized stops);

Retroflex		Dental	
English	Bengali	English	Bengali
sound of swallowing a liquid	ḍ'ɔk ḍ'ɔk	palpitation	d'ɔk d'ɔk
You (ord.) doze, swing	ḍ'ola	dirt	d'ula
hollow sounding	ḍ'ɔp ḍ'ɔp	dazzlingly white	d'ɔp d'ɔp

4.4.5. There is in Bengali a dental (pre-alveolar) flap /r/ which occurs in all positions; try making the flap sound, using the following series:

rɔ
ra
ri
ru
rɛ
re
ro

Now pronounce the following Bengali words:

Initial:

English	Bengali
(to) keep, place	rakha
color	roŋ
(to) grow angry	raga
king	raja
night	rait
weak, thin, ill	roga
daily	roz

Medial:

English	Bengali
(to) wear	pɔra
whole, entire	śara
(to) strike, kill	mara
(to) do, make	kɔra

The flap /r/ sound is a little different in final position than in initial or inter-vocalic positions. In final position /r/ becomes somewhat voiceless. Pay special attention to the following examples:

Final:

English	Bengali
necklace; defeat	har
room	ghɔr
of me	amar
of you (ord.)	tomar
of you (hon.)	apnar
of him (ord.)	tar

Utterances:

English	Bengali
I do work	ami kaz kori
I put it on the table	ami oiṭa ṭebile rakhi
I go to the store every day	ami roz dokane zai
Its color is white	or rɔŋ śada
He has work	tar kaz ase

4.4.6. /b'/ (voiced glottalized bilabial stop).

Before attempting the pronunciation of Bengali words, try the following series of exercises. Practice the glottalized series until you can imitate the sound well.

Unaspirated	Glottalized
bɔ	b'ɔ
ba	b'a
bi	b'i
bu	b'u
bɛ	b'ɛ
be	b'e
bo	b'o

Now pronounce the following Bengali words:

	English	Bengali
Initial:		
	cooked rice	b'at
	steam	b'ap
	pretence	b'an
	(to) think	b'aba
	wet	b'iza
	(to) fry	b'aza
	(to) forget	b'ola
Medial:		
	deep, profound	gob'ir
	navel	nab'i
	meeting, assembly	śɔb'a
Final:		
	result	lab' (lab)

Note that in lax or rapid speech /b'/ tends to become a sound very like that one represented in English by v; some Bengali speakers have a sound which is made by expulsion of breath through a narrow aperture in the lips. Note the usual tendency toward loss of aspiration in final position.

4.4.6.1. The following are contrasts between /b/ and /b'/:

Unaspirated		Glottalized	
English	Bengali	English	Bengali
father	bap	steam	b'ap
arrow	ban	pretence	b'an

thunder	baz	you (inf.) fry	b'az
nest, rented house	baśa	language	b'aśa
time	bɛla	raft	b'ɛla
sound	bol	disguise	b'ol

4.4.7. /n/ (pre-aveolar nasal)

The American English sound represented by the letter n is, like the English stops t and d, an alveolar sound. The Bengali /n/, however, is pronounced with the tongue farther forward on the alveolar ridge. Put your tongue in the proper position, and pronounce the following Bengali words:

	English	Bengali
Initial:		
	dance	naȼ
	nose	nak
	many, various	nana
	name	nam
	(to) descend	nama
Medial:		
	(to) draw, pull	ṭana
	police station	thana
	oil-mill	g'ani
Final:		
	gift	dan
	ear	kan
	betel leaf	pan

4.5. Geminate (doubled) consonants.

There is in Bengali the phenomenon of geminate or doubled consonants, which is unfamiliar to speakers of English. Since it is unfamiliar to you, you will have to take care to distinguish between a single consonant and a doubled one. If you pronounce a single consonant where you should be pronouncing a doubled one, it will make a difference in what you say. Any consonant which can be held for a period of time can be doubled -- in terms of Bengali, this means any consonant except for the flaps which are by definition sounds made by a single tap of the tongue. Doubling is made by holding the consonant sound for twice the ordinary amount of time it would take to pronounce that consonant. Examples:

Single English	Bengali	Doubled English	Bengali
4.5.1. /kk/			
kind of bird (learned word)	¢ɔkor	round	¢ɔkkor
4.5.2. /gg/			
you (ord.) go	b'ago	luck	b'aggo
4.5.3. /cc/			
unripe	ka¢a	unit of measurement	ka¢¢a
4.5.4. /zz/			
amusement	mɔza	marrow	mɔzza
4.5.5. /ṭṭ/			
I lick	¢aṭi	a few, some	¢aṭṭi (kȟani)
whole wheat, flour	aṭa	eight	aṭṭa
4.5.6. /tt/			
leaf, page	pata	whereabouts	patta
4.5.7. /dd/			
beginning, initial	adi	kind of cloth	addi
4.5.8. /nn/			
weed which grows in water	pana	emerald	panna
blind in one eye	kana	weeping	kanna
(to) agree, obey	mana	surname	manna
(to) weave	bona	flood	bɔnna
4.5.9. /śś/			
I bring up	puśi	adopted	puśśi
in the poison	biśe	in the world	biśśe (a learned word)

guilty	dośi	rascal	dośśi

4.5.10. /ll/

garland	mala	boatman	malla
you (ord.) twist	mɔlo	an expert in Kusti, a type of wrestling	mɔllo

5. Vowels.

5.1. The significant Bengali vowel sounds (arranged according to the Bengali alphabetical order) are:

[ɔ, a, i, u, ɛ, e, o]

5.2. A chart of these vowels is as follows:

	Front	Central	Back
High	i		u
Mid	e		o
Lower-mid	ɛ		ɔ
Low		a	

5.3. All of these sounds will be somewhat familiar to speakers of American English, with the possible exception of /ɔ/. Familiarity with the vowel /ɔ/ will depend upon the speaker's dialect.

5.3.1. Sounds which will be almost identical with some American English vowel sounds are:

/ɛ/	a little lower than in American English	"can" [khɛn]
/a/	as in American English	"calm" [kham]
/ɔ/	as in American English (i.e., some dialects) "law" [lɔ]	

Those in whose dialects these sounds do not occur will have to learn by careful imitation of the Bengali.

5.3.2. Examples of these three vowels in Bengali are:

5.3.2.1. /ɛ/

	English	Bengali
Initial:		
	one	ɛk
	now	ɛkhon
	alone	ɛka
	such	ɛmon
Medial:		
	(to) play	khɛla
	(to) throw	fɛla
	as if	zɛno
	how	kɛmon
	why	kɛn
	time	bɛla
	fair (noun)	bɛla

/ɛ/ never occurs in final position in Dacca Bengali.

5.3.2.2. /a/

Initial:		
	(to) come	aśa
	again	abar
	light	alo
	sky	akaś
	you (honorific)	apne
	and, also	ar
	(to) fetch	ana
Medial:		
	food	khabar
	red	lal
	shawl	śal
	time	kal
	ear	kan
	bad	kharap
Final:		
	(to) do	kɔra
	(to) read	pɔṛa
	(to) play	khɛla

5.3.2.3. /ɔ/

Initial:		
	silly, foolish	ɔga
	otherwise, or	ɔthoba
	eternal	ɔnonto
	powerless	ɔśokti
Medial:		
	all	śɔb
	possible	śɔmbhɔb
	ten	dɔś
	juice, sweetness	rɔś
	fever	zɔr
	room, house	gʽɔr
	(to) do	kɔra
Final:		
	you (inf.) become	hɔ
	you (inf.) bear	bɔ

5.4. Sounds which will be recognizable (though not identical to those in American English) are the following:

[i, e, o, u]

5.4.1. In American English, these vowel sounds are usually pronounced with what is known as an "off-glide". This means that while the vowel sound is being made, the tongue moves upward from its original position, thus varying the quality of the sound. In the following set of English words, listen for the off-glide.

key	[khiy]	he	[hiy]
bee	[biy]	lee	[liy]
sea	[siy]	gee	[jiy]
fee	[fiy]		

Now pronounce them yourself, feeling the way in which your tongue moves. In the following set of English words, listen for the off-glide:

kay	[khey]	hay	[hey]
bay	[bey]	lay	[ley]

say	[sey]	jay	[jey]
fey	[fey]		

5.4.2. In American English, the so-called "back rounded" vowels (/o/ and /u/) also have off-glides. These are characterized by upward movement of the tongue and by additional lip rounding. In the following sets of English words, listen for the off-glide:

bow	[bow]	hoe	[how]
sow	[sow]	low	[low]
foe	[fow]	joe	[jow]
coo	[khuw]	who	[huw]
sue	[suw]	loo	[luw]
boo	[buw]	zoo	[zuw]
foo	[fuw]		

Now pronounce them yourself, and feel the way in which your tongue and lips move.

5.4.3. The Bengali vowels [i, e, o, u] are "pure" vowels -- that is, they are pronounced without an off-glide. The difference between American English and Bengali vowels will be easy for you to hear, but less easy for you to make. You will have to break yourself of the habit of giving an off-glide to the vowels. But proper pronunciation of vowel sounds is a mark of a good speaker of the language. Listen carefully to the following sets of sounds, the first set pronounced by a speaker of English, the second that by a speaker of Bengali:

English		Bengali
Orthographic	Phonetic	
bee	[biy]	bi
zee	[ziy]	zi
me	[miy]	mi
bay	[bey]	be
zay	[zey]	ze
may	[mey]	me

bow	[bow]	bo
joe	[jow]	jo
mow	[mow]	mo
boo	[buw]	bu
zoo	[zuw]	zu
moo	[muw]	mu

Now imitate the Bengali pronunciation for the following sounds:

bi zi mi be ze me bo zo mo bu zu mu

5.4.4. /i/. Pronounce the following Bengali words:

	English	Bengali
Initial:		
	this one (resp.)	ini
	(proper name)	ila
	(interjection)	iś
Medial:		
	day	din
	he, she (resp.)	tain
	in the seed	bize
	wet	bʰiza
	oil	til
	type of tree	nim
	egg	ḍim
Final:		
	what	ki
	maid-servant	zʰi
	I strike	mari
	sari	śari
	house	bari

5.4.4.1. It should be noted that in certain circumstances the vowel /i/ is pronounced slightly differently than in the above instances. Sometimes the Bengali vowel /i/ is pronounced almost as the American vowel in the word "sit". Examples of this type of pronunciation of the vowel in Bengali are the following:

	but	kintu
	(sound of laughter)	khil khil
	station	iśṭeśan

The circmustances in which this variation occurs are too complex to describe here. But listen for it; you will quickly become adjusted to its proper pronunciation.

5.4.5. /e/

Initial:	this	ei
	here, in this place	eikhane
	of this	er
	this way, this direction	eidik
Medial:	(to) buy	kena
	I play	kheli
	girl	maia
	district	zela
	country	deś
Final:	who	ke
	he, she	śεe
	there, in that place	śeikhane
	he, she buys	kene

5.4.5.1. It should be noted that in certain circumstances the vowel /e/ is pronounced slightly differently from the above. It is sometimes pronounced very like the American English vowel in "set". Examples of this are the following:

a little	ekṭu
boy	sele (note the difference between the two vowels)
thus, such	emni

5.4.6. /o/

Initial:	that	oi
	there, in that place	oikhane
	of that	or
	you (fam.) rise up	oṭho
	that way, in that direction	oidik
Medial:	(to) understand	boz^{2}a

	sound	bol
	(to) forget	bʼola
	sister	boin
	sin, fault	doś
	above, over	upor
	kind of drum	ḍhol
Final:		
	you (fam.) eat	khao
	you (fam.) stay	thako
	you (fam.) speak	bɔlo
	you (fam.) sit	bɔśo

5.4.7. /u/

Initial:		
	means	upae
	camel	uṭ
	upside down, reversed	ulṭo
	proper, right, necessary	uȼit
	both	ubʼɔe
Medial:		
	very	khub
	flower	ful
	happy	khuśi
	sounds, words	buli
	root	mul
	face, mouth	mukh (muk)
Final:		
	preceptor	guru
	cow	goru
	a proper name	bʼanu

5.4.7.1. As with the other vowels, there are circumstances in which the vowel /u/ is pronounced slightly differently -- in this case, almost like the vowel in the English "foot". For example:

son (learned word)	puttro

5.4.8. Vowel sequences.

Bengali vowels occur singly or in a sequence of two vowels. It should be pointed out that phonetically speaking the last component of such a vowel sequence is a semivowel. But when a juncture -- which appears to the ear as a break -- breaks the sequence of two vowels (phonetically the sequence of a vowel and a semivowel) the two vowels represent two different syllables. This juncture will be written as a plus (+) sign between the vowels.

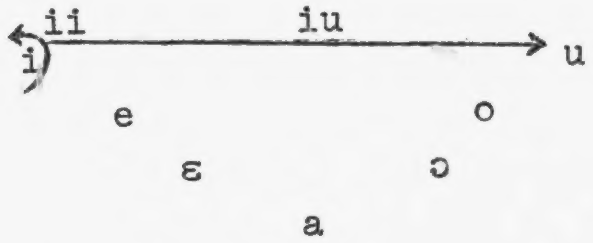
Juncture is transition from one sound to another and is very significant in Bengali, for words having junctures differ from words without juncture. This functional role of juncture in Bengali should be clearly understood and learnt by imitation. Compare the following utterances:

you (ord.) get	pao
leg also	pa+o
I get	pai
leg (emph.)	pa+i
he (ord.) gets	pae
on the leg	pa+e

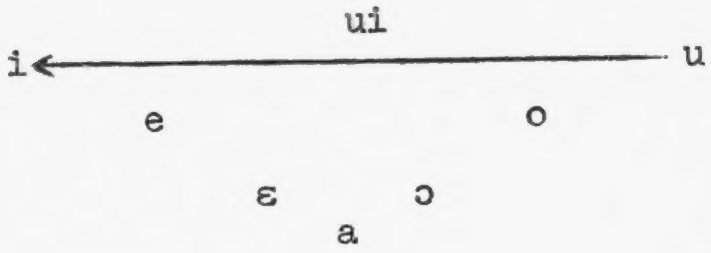
Sequences of two vowels (that is, without the juncture between them) follow a pattern in terms of both initial and final members. Thus, each of the seven Bengali vowels can be the first member of a sequence, but all of them cannot occur as final members. Only /i/, /u/, /e/, and /o/ can stand as final members of sequences of two vowels. Note also that all of these four vowels do not combine with each of the seven initial vowels. In the case of /u/ as the initial member, we have only one sequence, viz., /ui/, but in the case of /i/ as the initial member, we have two choices, viz., /iu/ and /ii/. When /e/ and /o/ are initial members of a sequence (see 5.2.), the sequence can remain either on the same height or go one notch higher either front or back; thus, /ee/, /eo/, /ei/, /eu/, /oo/, /oe/, /oi/, and /ou/. In case of /ɛ/ and /ɔ/ as initial members, we can go only one notch higher in either direction. Finally, with /a/ as the first member of a sequence we may go two or three notches higher as well as either front or back, and consequently have /ae/, /ai/, /ao/, and /au/.

5.4.9.1. Diagrammatically, the following situations occur:

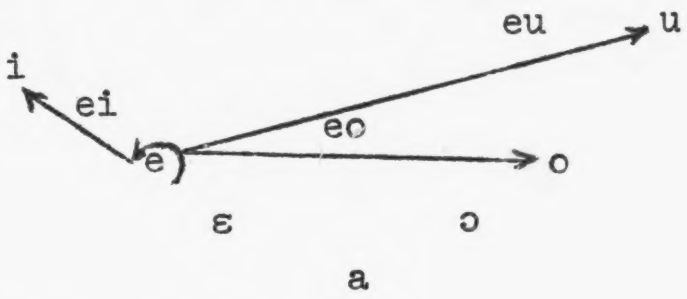
/i/ as the first member


ii
iu
i
u
e
o
ɛ
ɔ
a

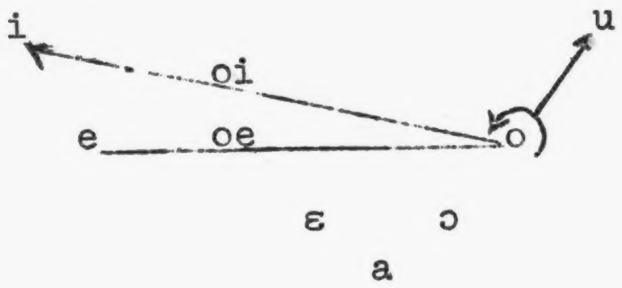
/u/ as the first member



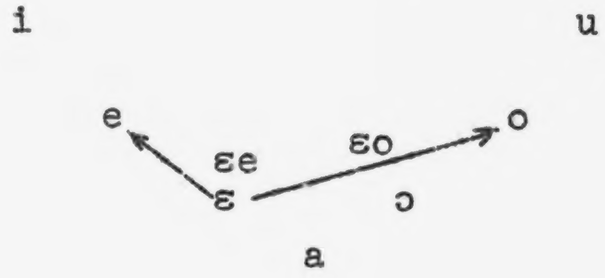
/e/ as the first member


eu
u
i
ei
eo
e
o
ɛ
ɔ
a

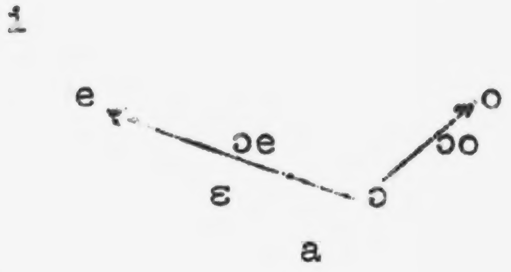
/o/ as first member


i
u
oi
e
oe
o
ɛ
ɔ
a

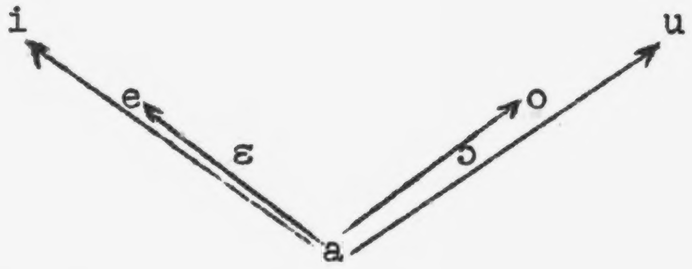
/ε/ as the first member



/ɔ/ as the first member



/a/ as the first member



5.4.9.2. Further examples of pairs of words, one having juncture and the other without it:

brother's or sister's father-in-law	talui
it is palm, nothing else	talu+i
this	ei
this is it, nothing else	e+i
that	oi
that is he, none else	o+i
he bears	bɔe
in the letter b	bɔ+e
you bear	bɔo
you bear also	bɔ+o

he takes; legitimate	nɛe
in the legitimacy	nɛ+e
expenditure	bɛe
in the expenditure	bɛ+e
he sings	gae
in the body	ga+e

Lesson I, Part I Conversation.

		Analysis and translation		Bengali
1.	A.	Greetings.	A.	salamalikum সালামালাইকুম
2.	B.	Greetings.	B.	ɔlaikum salam আলাইকুম সালাম
3.		stem of first person "me"		ama- আমা-
		genitive case ending for stems with vowel final		-r -র
		"my"		amar আমার
		noun stem, "name"		nam নাম
		proper name		rohim রহিম
	A.	My name is Rohim.	A.	amar nam ' rohim আমার নাম রহিম
4.		stem of second person (honorific) pronoun "you"		apne আপনে
		genitive case ending for stems with vowel final		-r -র
		"your" (honorific)		apner আপনের
		Interrogative, "what"		ki কি
	A.	What is your name?	A.	apner nam ' ki আপনের নাম কি
5.		Proper name		korim করিম

	B.	My name is Korim.	**B.**	amar nam ' korim আমার নাম করিম
6.		nominative singular of 2nd person (honorific) pronoun "you"		apne আপনে
		interrogative, "where"		kothae কোথায়
		stem of verb "live, remain, stay"		**thak-** থাক-
		2nd person (honorific) verbal ending		-en ে-ন
		"you do live (hon.)"		thaken
	A.	Where do you live?	**A**	apne ' kothae thaken আপনে কোথায় থাকেন
7.		nominative singular of 1st person pronoun "I"		ami আমি
		locative case ending for stems having vowel final		-te -তে
		first person verbal ending		-i ই
	B.	I live in Chicago.	**B.**	ami ' śikagote thaki আমি শিকাগোতে থাকি
8.		stem of verb, "do, make"		kor- কর
		2nd person (honorific) verbal ending		-en -ে-ন
		"you (hon.) do"		(apne) koren (আপনে) করেন
	A.	What do you do?	**A.**	apne ' ki koren আপনে কি করেন

9.		stem of verb "read, study"		pɔr- পড়্
		1st person present ending		-i ি-
		"I study"		(ami) pori (আমি) পড়ি (note vowel--lesson II, grammar, section I)
	B.	I study in Chicago.	**B.**	ami ' śikagote pɔri আমি শিকাগোতে পড়ি
10.		stem of verb "read, study"		pɔr- পড়্
		2nd person (hon. ending		-en -েন
		"you (hon.) study"		(apni) pɔren (আপনি) পড়েন (note lack of vowel change)
	A.	What do you study?	**A.**	apne ' ki pɔren আপনে কি পড়েন
11.		"Bengali" (language)		baŋla বাংলা
	B.	I study Bengali.	**B.**	ami baŋla pori আমি বাংলা পড়ি
12.		interrogative particle (not translatable--see grammar, section 8).		ki কি
		"difficult"		śɔkto শক্ত
	A.	Is Bengali difficult?	**A.**	baŋla ki ' śɔkto বাংলা কি শক্ত
13.		"no"		na না
		"very"		khub খুব
		"easy"		śɔhoj সহজ

	B.	No, it is very easy.	B.	na, khub śɔhoj না খুব সহজ
14.		"hot"		gɔrom গরম
	A.	Is it very hot in Chicago now?	A.	śikagote ki ' khub gɔrom শিকাগোতে কি খুব গরম
15.		"it is not"		na না
		*negative form of "to be"		nɔ
	B.	No,,it is not very hot.	B.	na ' khub gɔrom na না খুব গরম না
16.		"cold"		ṭhaṇḍa ঠাণ্ডা
	A.	Is it very cold in Chicago now?	A.	śikagote ki ' khub ṭhaṇḍa শিকাগোতে কি খুব ঠাণ্ডা
17.		"yes"		hɔ হু
	B.	Yes, it is very cold.	B.	hɔ ' khub ṭhaṇḍa হু, খুব ঠাণ্ডা
18.		interrogative, "how much, how many"		kɔ̇to কত
		"big, large"		bɔṛo বড়
	A.	How big is Chicago?	Aj	sikago ' kɔto bɔṛo শিকাগো কত বড়

*It has no variation.

19.		"city"		śɔhor শহর
	B.	Chicago is a very big city.	**B.**	śikago ' khub bɔro śɔhor শিকাগো খুব বড় শহর
20.		"people"		lok লোক
	A.	How many people are there in Chicago?	**A.**	śikagote ' kɔto lok শিকাগোতে কত লোক
21.		negative prefix		ɔn- অন-
		"one"		-ek এ-ক
		"not one"; i.e.,"many"		ɔnek অনেক
		locative ending with stems ending in consonants		-e -ে-
		"in the city"		śɔhore শহরে
	B.	There are many people in the city.	**B.**	śɔhore ' ɔnek lok. শহরে অনেক লোক
22.		interrogative, "how"		kæmon কেমন
		"how do <you> like" (idiomatic)		kæmon lage কেমন লাগে
	A.	How do you like Chicago (i.e.,"how does Chicago strike you")?	**A.**	apner ' śikago ' kæmon lage আপনের শিকাগো কেমন লাগে
23.		"good, well"		b´alo বালো

B.	Very much.	B.	khub bhalo
	or: I like Chicago very much.		amar śikago khub bhalo lage
			খুব ভালো, আমার শিকাগো খুব ভালো লাগে

*** ***

Lesson I, part 2. Drills.

The taped drills based upon the conversation are arranged in the following manner:

1. Saturation drill #1. The saturation drills are the recorded Bengali conversations, without English translation, spoken by two native speakers of Bengali. You are to listen carefully to the conversation, following it in the printed text. Do not repeat the conversation at this time.

2. Saturation drill #2.

3. Saturation drill #3.

4. Saturation drill #4. In this drill, the English meanings will be given first, then the Bengali. The student will listen only.

5. Repetition drill #1. In this drill, the English translation will be given first, then the Bengali, then there will be a space left for the student to repeat the Bengali sentence. The student's Bengali repetition will be recorded, so that the student may check his Bengali pronunciation.

6. Response drill #1. Part A of the Bengali conversation will be given in Bengali, and the student will supply part B, in Bengali, in the space left following part A. The student's response will be recorded.

7. Response drill #2. Part B of the Bengali conversation will be given in Bengali, and the student will supply part A, in Bengali (i.e., the student will speak part A following the drillmaster's voice saying "Mister A"). The student's voice will be recorded.

8. Saturation drill #5.

Lesson I, Part 3. Grammar.

1. /salamalaikum/ is the most common form of greeting used between Muslims. The return greeting is /ɔlaikum salam/. The same form is used for a greeting when meeting and also parting. /khoda hafez/ is also used when parting. Note: Between Hindus the common form of greeting is nomośkar/.

2. The simple present tense is used to denote habitual action. The use of the simple present, for example, in sentences 6-11, implies that he resides habitually or permanently in Chicago, that he habitually studies at the University, etc.

3. /-er/ is the genitive /i.e., possessive) case suffix which is used with noun stems which have a consonant final. For stems with vowel final, the suffix is /-r/.

4. ,′ t/ (sentences 7 ff.) is the locative case, (i.e., place in or to which) suffix which is used with noun stems which have a vowel final. The locative case suffix /-e/ is used optionally with noun stems ending in consonants. Another variant, /-te/, is used with noun stems having a vowel final.

5. The verb "be" in the present tense affirmative is usually not expressed.

The verb "be" in the present tense negative is expressed. (cf. sentence 13.)

It is hot in Chicago.?	śikagot gɔrom
It is not hot in Chicago.	śikagot gɔrom na
Chicago is a big city.	śikago bɔṛo śɔhor
Chicago is not a big city.	śikago bɔṛo śɔhor na
It it cold in Chicago?	śikagot ki ṭhaṇḍa
It is not cold in Chicago.	śikagot ṭhaṇḍa na

6. The simple present tense is formed by affixing the personal endings to the simple stem of the verb (the verbal noun minus the suffix /-a/; see Lesson II, part 3, section 1).

Person	Stem	Ending
1st (ami)	-	-i
2nd (honorific--apne)	-	-en
3rd (ordinary--śɛe)	-	-e

Examples:

I remain	ami thaki
you (hon.) remain	apne thaken
he (she, it) remains	śɛe thake
I sit	ami bośi
you sit (hon.)	apne bɔśen
he (she, it) sits	śɛe bɔśe

Note: /apni/ is an alternate form of /apne/.

6.1. Drills. Taped drills on this section of the lesson are arranged in the following manner:

6.1.1. Mutation drill #1. The form of this drill will be as follows:

An English sentence will be given. The student is to translate the sentence into Bengali in the space left for it following the English. The correct Bengali of the sentence will then be given, and the student will repeat the answer, recording. An example:

Master (in English): I live in the house.
Student (in Bengali); ami barit thaki
Master (in Bengali): ami barit thaki
Student (in Bengali): ami barit thaki

7. Interrogatives begin with the phoneme /k/. Thus:

Bengali	English
ki	what, interrogative particle
kothae (kone)	where

Interrogatives, continued.

Bengali	English
kɛmon, kɛmne	how
kɔto	how much, how many
kon	which
kɛn	why
kɔkhon	when

The distinctions between /kɛmon/ and /kɔto/ and between /ki/ and /kon/ should be noted:

/kɔto/ is an interrogative with reference to quantity:

How big (i.e., how much big) is your house?	apner baṛi kɔto bor̥o
How many people are there here?	eikhane kɔto lok

/kɛmon/ is used in a non-quantitative sense:

How do you like it?	apner kɛmon lage
How do you read?	apne kɛmon pɔṛen*

Between interrogatives /ki/ and /kon/, possible confusion results from English equivalents. In English, the word "what" can be used in two ways: to indicate "which of several", and to indicate "what (general) thing". Thus, in English, we can have "in what city do you live" and "what do you do?" Bengali distinguishes between these two usages. Thus:

In what (i.e., which) city do you live?	apne kon śɔhore thaken
In what (i.e., which chair do you sit?)	apne kon ćeare bɔśen
What do you do?	apne ki kɔren
What do you study?	apne ki pɔren**

*(Contrast: How do you read? apne kɛmne pɔren
There are two answers. (1) I read well. Or: I read with my books open.)

**(Contrast: apne pɔren ki? Do you study?)

A simple rule is that where in English the word "which" can be used (though sometimes it is not), the Bengali equivalent will be /kon/.

8. Intonation patterns.

Learning to speak a language well does not consist only of learning the correct reproduction of the individual sounds of that language; the rise and fall of the voice in the utterance of a sentence is also significant. This is true in English. For example, pronounce the utterance:

"you're going"

first as a statement, then as a question. The difference between the two is the intonation of the utterance. There is no other element which denotes the difference between a statement and a question in this case.

The situation is similar in Bengali. There are three types of intonation patterns so far met, one a statement intonation, and two question intonations.

Listen carefully to the tapes, until you are sure that you can reproduce Bengali intonation patterns exactly.

Pattern I. Statement.

My name is Rohim.	amar nam rohim
My name is Korim.	amar nam korim
It is very hot in Chicago.	śikagot khub gɔrom
You (hon.) live in Chicago.	apne śikagot thaken
You (hon.) work (lit., you do work).	apne kaz kɔren
I study Bengali.	ami baŋla pori
I study at the college.	ami kɔleze pori

Pattern II. Questions with /ki/ involving yes-no answers. (/ki/ is not verbally translatable in English.)

Do you do?	apne ki kɔren apne kɔren ki
Do you work?	apne ki kaz kɔren apne kaz kɔren naki
Is it very hot in Chicago?	śikagot ki khub gɔrom śikagot khub gɔrom naki
Do you study Bengali?	apne ki baŋla pɔren apne baŋla pɔren naki

Pattern III. In the following sentences, /ki/ is translatable in English by the interrogative "what".

What do you do?	apne ki kɔren apne kɔren ki
What do you study?	apne ki pɔren apne pɔren ki
What is your name?	apner ki nam apner nam ki

9. Word order: In Bengali, a modifier precedes that which it modifies:

Chicago is a hot city.	śikago gɔrom śɔhor
Very good (very well).	khub bʰala
difficult Bengali	śɔkto baŋla

10. Bengali sentence formation: Form all Bengali sentences possible (both as interrogatives and statements--note differences of intonation between the types of formation), from the following outlines and translate them into English. Use forms in parentheses (interrogatives) depending upon question or statement formation.

10.1

Modifier	Noun	(Interrogative)	Noun	(interrogative)
amar	nam	(ki)	rohim	(ki)
apner			korim	

	noun or pronoun	(Interrogative)	verbal mmdifier or object	verb stem	(Interrogative)
10.2	ami	(ki)	eikhane	thak-	(ki)
	apne		śeikhane	khɛl-	(suffix) i/en/e
	śɛe		śɔhore	bɔś-	
	rohim		barit		
	korim		śikagot		
			baŋla	pɔr-	
10.3.			kothae		
			ki (what)	kɔr-	

104

Noun	Interrogative	Modifiers	Noun	Verb	Inter
śikago	(ki)	khub bɔṛo	śɔhor		(ki)
baṛi	____	soḍo		(na)	
ghɔr	kɔto				
śɔhor	- - - - - - - -	- - - - - - - -	- - -		
baŋla		śɔkto			

Noun (locative)				
śikagot		gɔrom		
	kɔto		(na)	
eikhane		ṭhaṇḍa		
baṛit				
śɔhore	(ki)			(ki)

Lesson I, part 4, Pattern drills.

1. Pattern; Sentences 3, 4, 5.

a.	My name is Nazrul.	What is your name?
b.	My name is Manjur.	What is your name?
c.	My name is Kader.	What is your name?
d.	My name is Habil.	What is your name?
e.	My name is Salam.	What is your name?

2. Pattern: sentences 3, 5.
   - a. My name is Nasrin.
   - b. My name is Raihana.
   - c. My name is Bilkis.
   - d. My name is Tahmina.
   - e. My name is Shirin.

3. Pattern: sentences 6, 8, 10.
   a. Where do you live?
   b. Where do you sit?
   c. Where do you play?
   d. Where do you study?
   e. What do you do?

4. Pattern: sentences 7, 9.
   a. I live in the city.
   b. I sit in the chair.
   c. I play here.
   d. I study in Chicago.
   e. I study here.

5. Pattern: sentences 6, 8, 10.
   a. What do you do?
   b. What do you study?
   c. What do you play?
   d. What do you study?
   e. What do you read?

6. Pattern: sentence 11.
   a. I study in the college.
   b. I study Bengali.
   c. I play games.
   d. I study language.
   e. I read English.

7. Pattern: sentence 12.
   a. Is the college difficult?
   b. Is Bengali difficult?
   c. Are the games easy?
   d. Is language easy?
   e. Is English very difficult?

8. Pattern: sentence 13.
   a. No, it is not difficult.
   b. No, it is not very difficult.
   c. No, not very easy.
   d. No, language is not easy.
   e. No, it is not difficult.
9. Patterns: 12, and 14.
   a. Is it very hot in the city?
   b. Is it very cold in the house?
   c. Is it very hot there?
   d. Is it very cold in Chicago?
   e. Is it very cold here?
10. Patterns: 15 and 17.
   a. No, it is not very hot.
   b. No, it is not very cold.
   c. No, it is not very hot there.
   d. No, it is not very cold in Chicago.
   e. No, it is not very cold here.
11. Patterns: 12 and 14.
   a. Is it very cold in the city?
   b. Is it very hot in the house?
   c. Is it very cold there?
   d. Is it very hot in Chicago?
   e. Is it very hot here?
12. Patterns: 15 and 17.
   a. Yes, it is very cold.
   b. Yes, it is very hot.
   c. Yes, it is very cold there.
   d. Yes, it is very hot in Chicago.
   e. Yes, it is very hot here.
13. Pattern: 18.
   a. How big is the city?

b. How difficult is Bengali?
c. How cold is Chicago?
d. How hot is your house?
e. How easy is English?

14. Pattern: 19.
a. Chicago is a very big city.
b. Bengali is a very easy language.
c. Chicago is a very cold city.
d. My house is very hot.
e. English is a very difficult language.

15. Pattern: 20.
a. How many people are there in the city?
b. How many people are there in the country?
c. How many people are there in Chicago?
d. How many people are there in your house?
e. How many people are there in your college?

16. Pattern: 21.
a. There are many people in Chicago.
b. There are many people in the country.
c. There are many people in the city.
d. There are many people in my house.
e. There are many people in my college.

17. Pattern: 22.
a. How do you like the city?
b. How do you like Bengali?
c. How do you like Chicago?
d. How do you like your house?
e. How do you like the college?

18. Pattern: 23.
a. I like the city very much.
b. I like Bengali very much.
c. I do not like Chicago very much.

d. I do not like my house very much.
e. I like the college very much.

Lesson I, Part 5. Drills.

Translate into Bengali:

Drill 1

-- What is your name?
-- My name is Nazrul.
-- Where do you sit?
-- I sit here.
-- Do you sit in this chair?
-- No, I sit in that chair.
-- What do you study?
-- I study Bengali.
-- How do you like Bengali?
-- Very much.
-- Is Bengali very difficult?
-- No, it is not very difficult.

Drill 2

-- Where is your house?
-- My house is in the city.
-- How big is your house?
-- My house is very big.
-- In what city is your house?
-- It is in Chicago.
-- How do you like Chicago?
-- It is very hot there.
-- Is Chicago a big city?
-- Yes, there are many people in Chicago.

Lesson I, Part 6. Vocabulary

Nouns

Beng.	Eng.
baṛi	house
ghɔr	room
kaz	work
khɛla	game
cear	chair
deś	country
iŋrazi bhaśa	English language
kɔlez	college

Verbs

(Note: verbs are given in stem form; endings are added directly to the stem; see also lesson II, grammar.)

Beng.	Eng.
bɔś-	sit
khɛl-	play
kɔr-	do, make

Adjectives

Beng.	Eng.
śɔhoz, śoza	easy
śɔkto, kotlin	difficult
soḍo	small

Other

Beng.	Eng.
e (ei)	this
o (oi)	that
eikhane	here
oikhane	there
śeikhane	

Idioms:

amar	b'alo kharap	lage	me-of	good bad	strikes-(it)	(I like/ don't like it)
apner	kɛmon	lage	you-of	how	strikes-(it)	(How do you like it?)

Lesson II, part 1. Conversation.

	Analysis and translation		Bengali
1.	2nd person ordinary pronoun "you"		tumi তুমি
	stem of verb "do, make"		kɔr- কর্-
	2nd person (ordinary) verbal ending		-o
	"you (ordinary) do"		(tumi) kɔro কর
	A. What do you do?	A.	tumi ' ki kɔro তুমি কি কর
2.	noun stem, "office"		ɔfis (loan word) অফিস
	locative case ending for stems with consonant final		-e -ে-
	"in the (an) office"		ɔfiśe অফিসে
	noun stem, "work"		kaz কাজ
	alternate (high) stem of verb "do, make" (see grammar section I.)		kor কর
	B. I work in an office (I office-in work do)	B.	ami ' ɔfiśe kaz kori আমি অফিসে কাজ করি
3.	stem of 2nd person (ordinary) pronoun "you"		toma- তোমা-
	genitive case ending for stems with vowel final		-r -র
	"of you (ordinary)"		tomar তোমার
	noun stem, "father"		abba আব্বা
	demonstrative, "that"		śei সেই
	morpheme indicating place		-khan- -খান

locative case ending	-e -ে-
"in that place, there"	śeikhane সেইখানে
2nd/3rd person honorific ending	-en -ে-ন
"he (honorific) does"	koren করেন
A. Does your father work there? (you-of father there work does)	A. tomar abba ki ' śei-khane kaz koren তোমার আব্বা কি সেইখানে কাজ করেন
4. 3rd person honorific pronoun "he, she"	tain তাইন
B: No, he doesn't work there. (no, he there work does not)	B. na ' tain ' śeikhane kaz koren na না তাইন সেইখানে কাজ করেন না
5. A. What does your fathar do?	A. tomar abba ' ki koren তোমার আব্বা কি করেন
6. "some, any"	kono কোন
"none at all"	kono . . . na কোন ..... না
B. He doesn't do any work at all. (he any work does not)	B. tain ' kono kaz koren na তাইন কোন কাজ করেন না
7. noun stem, "brother"	bʰai ভাই
present stem of defective verb "be"; see grammar, section 3.	aś আছ্-
3rd person (ordinary) verbal ending	-e

A. Do you have any brothers? (you-of? any brother there is)	**A**. tomar ki 'kono b ai ase তোমার কি কোন ভাই আছে
8. form of numeral "two used in compounds	dui- দু-
qualifying suffix, used with reference to human beings.	-zon জন
B. Yes, I have two brothers. (yes, me-of two-/qualifier/ brother there-is)	**B**. hɔ 'amar' duizon b ai ase হু, আমার দুজন ভাই আছে
9. 3rd person (ordinary) pronoun stem	ta- তা-
nominative plural ending used with pronouns and nouns having reference to human beings.	-ra -রা
"they, those people" (ordinary)	tara তারা
3rd person ordinary verbal ending. Note that the ending is the same for singular and plural.	-e -ে
A. Where do they live?	**A**. tara ' kothae thake তারা কোথায় থাকে
10. noun stem, "house"	baṛi- বাড়ী
locative case ending used with stems having any vowel but /a/ as the final letter.	-t -ত
"in the house, at home"	barit বাড়ীত
B. They live at home. (they house-in live)	**B**. tara ' baṛit thake তারা বাড়ীত থাকে
11. "big"	boṛo বড়

	A.	Where does your older brother work?	A.	tomar boṛo b' ai ' kothae kaz koren তোমার বড় ভাই কোথায় কাজ করেন
12.	B.	He works in an office.	B.	tain ' ɔfise kaz koren তাইন অফিসে কাজ করেন
13.		"little"		soḍo ছোট
	A.	What work does your younger brother do?	A.	tomar soḍo bhai ' ki kaz kɔre তোমার ছোট ভাই কি কাজ করে
14.		verb stem, "read, study"		pɔṛ- পড়্
	B.	My **younger** brother studies.	B.	amar soḍo b. ai pɔre আমার ছোট ভাই পড়ে
15.		3rd person (ordinary) pronoun stem "he/she/it"		ta- তা
		genitive case ending for stems with vowel final		-r -র
		"of him/her (ordinary)"		tar তার
		noun stem, "age"		bɔoṡ বয়স
	A.	How old is he (i.e., how much is his age?)		tar bɔoś তার ব য়স
16.		"twenty"		biś
	B.	He is twenty (i.e., his age is twenty).	B.	tar bɔos ' biś. তার বয়স
17.	A.	Does your younger brother study in college?	A.	tomar soḍo b' ai ki kɔleze pɔre তোমার ছোট ভাই কি কলেজে পড়ে

18.	B.	Yes, he studies in college.	B. hɔ ' śɛe kɔleze pɔre হ, সে কলেজে পড়ে
19.		stem of verb "go"	za- , যা
		3rd person (ordinary) ending	-e -য়
		"he goes"	(śɛe) zae যায়
		"daily, every day"	roz রোজ
	A.	Does your younger brother go to college every day?	A. tomar soḍo b ai ki roz koleze zae তোমার ছোট ভাই কি রোজ কলেজে যায়
20.		noun stem, "week"	sɔpta সপ্তা
		locative case ending	-e -য়
		"in the week"	sɔptae (see সপ্তায় grammar, sect. ৪৭.
		"four"	cair চাইর
		noun stem, "day"	din দিন
	B.	No, four days a week he does not go to college. (No, week-in four days he college-in goes not.)	B. na ' śɔptae ' cair din ' śɛe kɔleze zae na না সপ্তায় চাইর দিন সে কলেজে যায় না
21.		"which" (singular)	kon কোন
		"which" (plural)	kon kon কোন কোন
		"which day"	kon din কোন দিন
		"which days"	kon kon din কোন কোন দিন
	A.	Which days of the week does he not go to college?	A. śɛe śɔptae ' kon kon din ' kɔleze zae na. সে সপ্তায় কোন কোন দিন কলেজে যায় না

22.	Sunday	robibar রবিবার
	Monday	śombar সোমবার
	Tuesday	moŋgalbar মঙ্গলবার
	Wednesday	budbar বুধবার
	"and"	ar আর
B.	He does not go to college Sundays, Mondays, Tuesdays, or Wednesdays.	B. śɛe robibar ' sombar ' moŋgolbar ' ar budbar ' kɔleze zae na সে রবিবার, সোমবার, মঙ্গলবার আর বুধবার কলেজে যায় না
23.	"only"	kɛbol কেবল
	Thursday	briꜧośpotibar (bisśudbar) বৃহস্পতিবার
	Friday	śukrobar শুক্রবার (śukkurbar) শুক্কুরবার
	Saturday	sonibar শনিবার
B.	He goes to college only Thursdays, Fridays, and Saturdays.	B. śɛe kɛbol ' briꜧośpotibar ' śukrobar ' ar sonibar ' koleze zae সে কেবল বৃহস্পতিবার শুক্রবার আর শনিবার কলেজে যায়

Lesson II, Part 2, Drills.

The taped drills will follow the same pattern as in Lesson I.

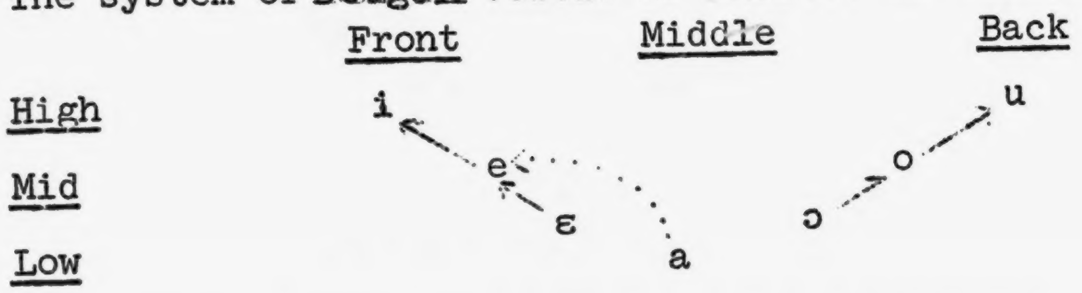
Lesson II, Part 3, Grammar.

1. Many Bengali nouns, pronouns, and verbs have two alternative stems. The verb stems hereafter will be distinguished as "high" and "low" stems, the terms referring to the height of the stem-vowel (see chart below). The low-stem form is the form which you will be given throughout this text, since the system of vowel change is more easily understood in terms of this form.

Note: The basic form--low stem--can be considered as the verbal noun minus the nominal suffix:

Verbal noun		Basic stem
kɔra	"doing"	kɔr-
kina	"buying"	kin-
khɛla	"playing"	khɛl-
zaoa	"going"	za-

The system of Bengali vowels is charted as follows:



The system of vowel alternation is as follows:

When the low-stem vowel is /e/, the high-stem vowel is /i/.
/ɛ/, /e/.

When the Low-stem vowel is /o/, the high-stem vowel is/u/
/ɔ/, /o/.

The stem-vowel /a/ presents a special case, and will be considered in detail at a later time; for the present, we can consider stems with /a/ as having no vowel change.

Stems in /i/ and /u/, these being the highest vowels, have no higher form.

1.1. In some cases the stem-vowel alternation can be phonologically defined, as for example in sentence 1 and 2 in this exercise. In sentence 1, the verb "do, make" occurs with the stem /kɔr-/. In sentence 2, the same verb occurs with the stem /kor/. Note that the 1st person form of the verb, i.e., /kori/, is the form which occurs in sentence 2. It is a general phonological rule for the language that when a word of this shape: consonant-vowel-consonant-vowel, has for a final vowel either /i/ or/u/, the preceding vowel of the word becomes high. In sentence 2, the final vowel of /kori/ is /i/; the /ɔ/ vowel of the low stem is then the /o/ vowel of the high stem.

Other examples of this type of vowel-alternation in verb stems are.

Vowel Alternation	Stem	Simple Present Tense Paradigm	
ɛ/e	khɛl-	ami kheli	"I play"
		tumi khɛlo	"you play"
		apne khɛlen	"you play"
		śɛe khɛle	"he plays"
		tain khɛlen	"he plays"

Vowel Alternation	Stem	Simple Present Tense Paradigm	
ɔ/o	bɔś	ami bośi	"I sit"
		tumi bɔśo	"you sit"
		apne bɔśen	"you sit"
		śɛe bɔśe	"he sits"
		tain bɔśen---	"he sits"
o/u	oṭh-	ami uṭhi	"I rise up"
		tumi oṭho	"you rise up"
		apne oṭhen	"you rise up"
		śɛe oṭhe	"he rises up"
		tain oṭhen	"he rises up"

1.2. Stems with /a/ have no change in the simple present tense.

Stem	Simple Present Tense Paradigm	
zan-	ami zani	"I know"
	tumi zano	"you know"
	apne zanen	"you know"
	śɛe zane	"he knows"
	tain zanen	"he knows"
za-	ami zai	"I go"
	tumi zao	"you go"
	apne zan	"you go"
	śɛe zae	"he goes"
	tain zan	"he goes"

Note that stems with vowel final have the ending /-n/ in the honorific forms.

1.3. Examples of this type of alternation in pronoun and noun stems are.

Vowel Alternation	Nominative	Genitive
c/u	tumi "you (ord.) go"	tomar "of you"

Vowel Alternation	Masculine	Feminine
ɔ/o	nɔṭ, "actor"	noṭi, "actress"

1.4. Note that there are other stem-vowel changes which are not phonologically definable, these will be considered at a later time.

1.5. Write the simple present tense paradigms for the following verb stems:

(to) read	pɔr-
(to) drop, throw	phɛl-
(to) know, recognize	ćin
(to) hear	śon-
(to) remain	thak-

2. The /khan/ morpheme, indicating place, as in sentence 3, is usually used in the locative, i.e., /-khane/. Various kinds of demonstratives and interrogatives can be substituted as the first element of a word, e.g.:

eikhane	"in this place, here"
oikhane	"in that place, there" (with specific reference.)
śeikhane	"in that place, there" (used in a more generalized way than the preceding.)
kon-khane	"in which place, where"

3. The defective verb /as-/, as in sentence 7. In statements which imply a permanent condition, some form of the verb /as-/, which exists only in the simple present and simple past forms, is used. A good rule of thumb for the use of this verb is that it can be used in statements or questions which can be translated by the expression "there is" in English. In sentence 7, for example, the literal translation might be: "Is there any brother of you?"

4. There is no simple Dacca dialect equivalent for the transitive English verb "have, possess". As in sentence 7, a

possessive construction is formed by the use of the genitive case for the subject and a 3rd person (or impersonal) form of the verb /as-/, thus:

amar ekṭa boi ase	me-of one-(qualifier) book (there)-is. "I have a book."
tar ɛkṭa bɔṛo kutta ase	him-of one-(qualifier) big dog (there)-is. "He has a big dog."

5. We have now had two types of second person pronoun--the stems /apn-/ and /apne-/, as in Lesson I, and /tum-/ and /toma/, as in Lesson II. The distinction between these two forms is that /apn-, apne-/ (used with the verbal ending /-en/) is an **honorific form of address, while /tum-, toma/** (used with the verbal ending /-o/) is an ordinary form of address.

There is also a distinction between ordinary and honorific forms of address in the 3rd person. The 3rd person ordinary pronoun forms are /śɛe/ (nominative) and /ta-/ (stem to which inflectional endings are added). The 3rd person honorific pronoun form is /tain/. Note that the honorific verbal endings are the same for both 2nd and 3rd persons.

apne kɔren	you do
tain kɔren	he/she does
apne zanen	you know
tain zanen	he/she knows
apen zan	you go
tain zan	he/she goes

The circumstances which govern the distribution of these forms are not easily defined, but a basic rule of thumb might be the following:

The polite or honorific form is used by Bengalis when addressing or referring to a person of superior rank, an elder, or an equal with whom the speaker is not on intimate terms. The ordinary form is used with intimate equals and sometimes one's elders in the family (e.g., elder brother or mother); it is also used by Bengalis when addressing servants. It is to be noted, however, that a non-native Bengali speaker will not go wrong by using the honorific form in every circumstance except perhaps when addressing servants. It is a matter about which it is well to be careful, since the form you use indicates to the listener your attitude toward him.

There is another degree of second person address, of which the pronoun stem is /to-, tu-/. The inflection of this pronoun is:

Nominative:	tui
Genitive:	tɔr
(Objective:	tɔre)

The verbal ending is /-ɔs/, thus: tui zanɔs "you know". This form is sometimes used for addressing very intimate friends and younger family members, sometimes for servants and children, and for animals. It is not a form which a foreigner can often use with impunity; therefore there will be little stress laid upon it in these lessons.

6. The nominative stem of the 3rd person pronoun is /śɛe/ or /hɛe/, or, in the honorific, /tain/. The inflectional stem, however, is /ta-/. Thus:

He reads his book.	śɛe tar boi pɔre
He (hon.) reads his book.	tain tar boi pɔren

7. The nominative plural ending for pronouns and nouns which have reference to human beings is /-ra/ (for stems with vowel final) and /-era/ (for stems with consonant final.) Thus:

sele	boy
selera khae	the boys eat
ta-	3rd person pronoun stem
tara zane	they know

manus	man
manusra zae	men go

Note that the inflectional endings of the verb are identical for singular and plural:

English	Bengali
I do	ami kori
you (ord.) do	tumi kɔro
you (inf.) do	tui kɔros
you (hon.) do	apne kɔren
he (she, it) does	hɛ- śɛe kɔre
he (she, it-hon.) does	tain kɔren
we do	amra kori
you (ord.) do	tomra kɔro
you (inf.) do	tora kɔros
you (hon.) do	apnara kɔren
they (ord.) do	tara kɔre
they (hon.) do	tara kɔren

Make complete paradigms, singular and plural, for the following verbs:

(to) buy	kin-
(to) go	za-
(to) play	khɛl-
(to) hear	śon- /hun-/
(to) know	zan-

8. Noun stems ending in /-o/ are inflected by the replacement of final /o/ by the inflectional suffix.

"week"	śɔpta (hopta)
"of the week"	śɔptar (hoptar)
"in the week"	śɔptae (hoptae)

What is your work?	apner ki kaz apner kaz ki
Where do you live?	apne kothae thaken apne thaken kothae
How many people are there in Chicago?	śikagot kɔto lok
How do you like Chicago?	apner śikagot kɛmon lage
How (much) difficult is Bengali?	baŋla kɔto śɔkto

8.1. Drills. Taped drills in this section of the lesson are arranged in the following manner:

8.1.1. Intonation drill #1 (pattern I, statement intonation--ref. sect. 8 above).

An English sentence will be given , and the student will translate it into Bengali in the space given. The student will then hear the correct Bengali, and will repeat the correct Bengali in the space given.

8.1.2. Intonation drill #2 (pattern II, question with /ki/ involving a "yes" or "no" answer--ref. sect. 8 above).

An English sentence will be given, and the student will translate it into Bengali, recording in the space given. The student will then hear the correct Bengali and will repeat it, recording, in the space given.

8.1.3. Intonation drill# 3 (pattern III, questions with /ki/ meaning "what"--ref. sect. 8 above).

The system will be the same as for the drills above.

9. Sentence formation: construct all possible Bengali sentences:

9.1. Modifier	Noun or Pronoun	Interrogative	Verbal Modifier	Verb Stem	Suffix
	ami		eikhane	za-	
	tumi		śeikhane	kɔr-	
	apne	ki	barite	khɛl	i
	śɛe		ghɔre	pɔr-	o
	tain		śɔhore	thak-	en
	tara		kɔleze (etc.)		e
amar	abba				
tomar	b ai				
tar	bon				
	amma	kothae			
	bondhu				

9.2. Modifier	Noun or Pronoun	Interr.	Modifiers and Nouns	Verb	Suffix	Inter
	(Genitive)	(ki)	kono	ase-	e	ki
	tomar					
	amar		sodo b ai			
	apner		bɔro/bondhu			
amar	bɔoś	kɔto				
tomar	bɔoś	kuri				
apner		tiris				
bondhur						

9.3.

Noun or Pronoun	Modifier	Modifier	Noun	Verbal Modifier	Verb
ami	śɔptae (hɔptae)	kon kon		kɔleze	za-
tumi		kon	din	eikhane	khɛl-
apne		ɛk		barit	pɔr-
śɛe		dui		śɔhore	aś-
ram		tin			
b'ai		robibar			
		śonibar			
		roz			

Lesson II, part 4. Pattern drills.

1. Pattern: sentences 1, 5.
   a. What does your younger brother do?
   b. What does your younger brother study?
   c. What does your older brother do?
   d. What does your older brother study?
   e. What work does your father do?

2. Pattern: sentences 2,12.
   a. He goes to college.
   b. He studies Bengali.
   c. He works at the college.
   d. He studies English.
   e. He works in an office.

3. Pattern: sentence 3.
   a. Does your younger brother study there?
   b. Does your younger brother speak Bengali?
   c. Does your older brother study there?
   d. Does your older brother study at the college?
   e. Does your older brother work there?

4. Pattern: sentence 4.
    - a. Yes, he studies there.
    - b. Yes, he speaks Bengali.
    - c. No, he does not study there.
    - d. No, he does not study at the college.
    - e. No, he does not work in the office.
5. Pattern: sentence 5.
    - a. What work does your younger brother do?
    - b. What language does your older brother speak?
    - c. What work does your older brother do?
    - d. What books does your older brother read?
    - e. What work does your older brother do?
6. Pattern: sentence 6.
    - a. He doesn't do any work at all.
    - b. He doesn't speak any Bengali at all.
    - c. He doesn't do any work at all.
    - d. He doesn't read any books at all.
    - e. He doesn't study any books at all.
7. Pattern: sentence 7.
    - a. Do you have any older brothers?
    - b. Does he have any Bengali books?
    - c. Do you have any younger brothers?
    - d. Does he have any English books?
    - e. Does he have any work?
8. Pattern: sentence 8.
    - a. Yes, I have one older brother.
    - b. Yes, he has some Bengali books.
    - c. Yes, I have four younger brothers.
    - d. Yes, he has some English books.
    - e. Yes, he has some work.
9. Pattern: sentences 9, 11.
    - a. Where does he live?
    - b. Where does he buy books?

c. Where do they study?
d. Where does your older brother live?
e. Where does he work?

10. Pattern: sentences 10, 12.
a. He lives at college.
b. He buys books in the city.
c. They study in the room.
d. He lives at home.
e. He works at the college.

11. Pattern: sentence 15.
a. How old is he?
b. How old is your younger brother?
c. How old is your older brother?
d. How old is the city?
e. How old is your father?

12. Pattern: sentence 16.
a. He is thirty.
b. He is twenty.
c. He is twenty-five.
d. The city is forty years old.
e. He is fifty.

13. Pattern: sentence 17.
a. Does he study at the college?
b. Does your younger brother study at the college?
c. Does he live at home?
d. Does he study at home?
e. Does your father live at the college?

14. Pattern: sentence 18.
a. Yes, he studies at the college.
b. Yes, my younger brother studies at the college.
c. Yes, my older brother lives at home.
d. Yes, he lives at the college.
e. Yes, he studies in the room.

15. Pattern: sentence 19.
   a. Does he go home every day?
   b. Does he study at the college every day?
   c. Does he come home every day?
   d. Does he study every day?
   e. Does your father go home every day?

16. Pattern: sentence 20.
   a. No, two days a week he does not go home.
   b. No, three days a week he does not go to college.
   c. No, four days a week he does not come home.
   d. No, five days a week he does not study.
   e. No, one day a week he stays at the college.

17. Pattern: sentence 21.
   a. Which days of the week does he not go home?
   b. Which days of the week does he not go to college?
   c. Which days of the week does he not come home?
   d. Which days of the week does he not study?
   e. Which day of the week does he stay at the college?

18. Pattern: sentences 22, 23.
   a. He does not go home Sunday and Monday.
   b. He does not go to college Sunday, Monday, and Tuesday.
   c. He does not come home Monday, Tuesday, Wednesday, and Thursday.
   d. He does not study Monday, Tuesday, Wednesday, Thursday, and Friday.
   e. He stays at the college Saturday.

19. Pattern
   a. He goes home only Tuesday, Wednesday, Thursday, Friday, and Saturday.
   b. He goes to college only Wednesday, Thursday, Friday, and Saturday.
   c. He comes home only Friday, Saturday, and Sunday.
   d. He studies only Saturday and Sunday.
   e. He comes home Sunday, Monday, Tuesday, Wednesday, Thursday, and Friday.

Lesson II, Part 4. Sentence Drill.

Drill 1

--Where do you(ord.) work?

--I work at the college.

--Do you study there?

--No, I work in the office.

--What does your father do?

--My father is a doctor.

--Where does he live?

--He lives in Dacca.

--Do you have any brothers?

--Yes, I have three brothers.

--What do they do?

--They study at the college.

--Do you stay at home Mondays?

--Yes, I stay at home two days a week, Monday and Tuesday.

Drill 2

--Have you any sisters?

--Yes, I have two sisters.

--What does the older one do?

--She studies Bengali.

--Does she speak Bengali?

--No, she speaks only English.

--Where does your younger sister live?

--She lives at my father's house.

--Does your sister have any sons?

--Yes. She has two sons and one daughter.

--How old is the daughter?

--She is ten.

Lesson II, Part 5. Substitution Vocabulary.

NOUNS:

Bengali	English	Bengali	English
ṛɔkom	kind	boin	sister
ḍaktar	doctor	ma, amma	mother
dʻaka	Dacca	bʻaizan	elder brother
pociś	twenty-five	maia	daughter, girl
tiriś	thirty		
pɔncaś	fifty	bondhu	friend
ć̣ollis	forty	sele	son, boy
VERBS		OTHER	
nac-	dance	mattro	
bɔl-	say	kɛbol	only
aś-	come		

ADJECTIVES:

Cardinal Numbers

Bengali	English
ɛk	one
dui	two
tin	three
cair	four
pac	five
sɔe	six
śat	seven
aṭ	eight
nɔe	nine
dɔś	ten

Days of the Week

Bengali	English
robibar	Sunday
śombar	Monday
moŋgolbar	Tuesday
budhbar (budbar)	Wednesday
biśśudbar	Thursday
śukkurbar	Friday
śonibar	Saturday

Lesson III. part 1. Conversation.

	Analysis and translation.		Bengali
1.	"news"		khɔbor খবর
	"what news" -- form of greeting		ki khɔbor কি খবর
A.	What news?	A.	ki khɔbor কি খবর
2.	"of you (ordinary)"		tomar তোমার
B.	Good. What's the news with you?	B.	bʼala ' tomar ki khɔbor. ভালা, তোমার কি খবর
3.	demonstrative, "that"		oi ওই
	qualifying suffix; see grammar, section 2.		-ṭa
A.	Good. What book is that? (that--qualifier--what book)	A.	bʼala ' oiṭa ' ki boi ভালা. ওইটা কি বই
4.	"one"		ɛk এক
	qualifying suffix; see grammar, section 2.		ṭa -টা
	"a" (article)		ɛkṭa একটা
	noun stem, "poetry, poem"		kobita কবিতা
	genitive case suffix for stems with vowel final		-r -র

		"of poetry "		kobitar কবিতার
	B.	(It is) a book of poetry. (one--qualifier poetry--of book)	B.	ɛkta ' kobitar boi একটা কবিতার বই
5.		noun stem, "book"		boiṭa বইটা
		alternative genitive case suffix for stems with certain vowelsfinals; see grammar, section 1.)		-r -র
		"of that book"		boiṭar বইটার
	A.	What is the name of that book?	A.	oi boiṭar ' nam ki ওই বইটার নাম কি
6.		name of a book of poems by Tagore.		bɔlaka বলাকা
	B.	That book's name is Balaka.	B.	oi boiṭar nam ' bɔlaka ওই বইটার নাম বলাকা
7.		verb stem, "write"		lekh- লেখ-
		noun stem, "writer"		lekhɔk লেখক
		interrogative, "who"		ke কে
	A.	Who is the writer of the book?	A.	boiṭar ' lekhɔk ke বইটার লেখক কে
8.		name of a famous Bengali poet, Rabindranath (Tagore)		robindronath (ṭhakur) রবীন্দ্রনাথ (ঠাকুর)
	B.	Rabindranath is the writer of it.	B.	boiṭar ' lekhɔk robindranath বইটার লেখক রবীন্দ্রনাথ

9.		verb stem, "know, recognize" "you (ordinary) know"		zan- জান- (tumi) zano (তুমি) জান
	B.	Do you know Rabindranath's name? (i.e, Are you familiar with...).	B.	tumi ki robindranather'nam zano তুমি কি রবীন্দ্রনাথের নাম জান
10.		(inflectional) stem of 3rd person (honorific) pronoun		ta তা
		"of him (honorific)"		tar তার
	A.	No, I don't know his name.	A.	na ' ami tar nam ' zani na না, আমি তার নাম জানি না
11.	A.	Who is he?	A.	tain ke তাইন কে
12.		"one"		ɛk এক
		qualifying suffix, used with reference to human beings		-zon জন
		"one (person)"		ɛkzon একজন
		noun stem, "poet"		kobi কবি
	B.	He is a poet.	B.	tain ɛkzon kobi তাইন একজন কবি
13.		noun stem, "song"		gan গান
		verb stem, "write"		lɛkh লেখ-
		"He (honorific) writes"		lɛkhen লেখেন

A.	Is he a writer of songs?	A.	tain ' ki gan lɛkhen তাইন কি গান লেখেন
14.	for this use of the future tense, see grammar, section 3.1.		
	basic stem of verb "hear"		śon- (hon-) শোন (হোন)
	high stem of verb "hear"		śun (hun-) শুন (হুন)
	sign of the future tense		-b- -ব-
	2nd person (ordinary) verbal ending used with future tense		-a -া
	"you (ordinary) will hear"		(tumi) śunba (তুমি) শুনবা
B.	Yes. Would you like to hear a song by Rabindranath? (yes-you? Rabindranath-of song hear-will)	B.	hɔ ' tumi ki ' robinḍronather gan ' sunba হু, তুমি কি রবীন্দ্রনাথের গান শুনবা
15.	for this use of the genitive case, see grammar, section 4.		
	verb stem, "hear"		śun- শুন
	"I will/shall hear"		(ami) śunum শুনুম
A.	Yes, I should like to hear a song by him. (yes. I him-of song hear-shall)	A.	hɔ ' ami ' tăr gan ' śunum হু, আমি তার গান শুনুম

16.		type of Indian stringed instrument		setar সেতার
		verb stem, "play (an instrument)"		baza বাজা
		"you (ordinary) will play"		(tumi) bazaba বাজাবা
	A.	Will you play the sitar?	**A**.	tumi ki ' setar bazaba তুমি কি সেতার বাজাবা
17.		type of instrument, violin		behala বেহালা
	B.	No, I shall play the behala.	**B**.	na ' ami ' behala bazamu না, আমি বেহালা বাজামু
18.		2nd person (ord.) pronoun stem		toma- তোমা-
		genitive case suffix with vowel stems		-r র
		post-position "with (accompaniment), "governing a preceding genitive		šathe সাথে
		"with you"		tomar šathe তোমার সাথে
		type of Indian drum		tɔbla তবলা

	A.	I shall accompany you on the tabla. (I you-<of> with tabla play-shall)	A.	ami ' tomar s̆athe tɔbla bazamu আমি তোমার সাথে তবলা বাজামু
19.	B.	Will your brother play the ṡitar?	A.	tomạr bhai ki ' se-tar bazaibo তোমার ভাই কি সিতার বাজাইব
20.	A.	Yes, he will play.	B.	hɔ ' bazaibo হ. বাজাইব

Lesson III, Part 2. Derivative Grammar.

1. Genitive case endings, as in sentences 4 and 5.

The genitive case ending has two forms:

The general rule for the formation of the genitive case is that when a work has a vowel final, the suffix is /-r/. When a word has a consonant final, the suffix is /-er/. There is an exception to this rule:

When the word has the shape CV (consonant-vowel) and the final vowel is /i/, /u/, or /a/, the genitive suffix is either /-r/ or /-er/. When the word has the shape CVV (consonant-vowel-vowel), and the final vowel is /i/, or /u/, the genitive suffix is /-er/. Examples:

	English	Nominative	Genitive
CV:	mother	ma	maer
	foot	pa	paer
CVV:	book	boi	boier
	brother	bʻai	bʻaier
	wife	bou	bouer

But the genitive of /kobi/, "poet", is /kobir/, the word being of CVCV shape.

There is a similar situation for the locative case; see lesson II.

2. The use of qualifiers, as in sentences 3, 4, and 12.

2.1. There are various qualifiers (sometimes called "particles") in Bengali, which have different usages and meanings. The most commonly used one is the one which we have in sentences 3 and 4 -- i.e., /ṭa/. It is not possible to assign a lexical meaning to the usage of /ṭa/ in sentence 3. These qualifiers are frequently added to adjectives or, as here, demonstrative pronouns, which are not accompanied by a noun.

Examples:

English	Bengali
What book is that (or, depending on the intonation, "Is that a book?")	oiṭa ki boi
What book is this (or: Is this a book?)	eiṭa ki boi
Is this easy?	eiṭa ki śɔhoz
Is that bad?	seiṭa ki kharap
That is bad.	seiṭa kharap
That is easy work.	oiṭa sɔhoz kaz

When the demonstrative is accompanied by a noun, the qualifier is affixed to the noun. Note also differences in meaning.

What is that book?	oi boiṭa ki
That work is easy.	oi kazṭa śɔhoz
This poetry is very beautiful.	ei kobita khub sundɔr

Drill carefully (using the tapes) on these usages and distinctions.

How would you say the following:

That work is difficult.

That is difficult work.

That book is good.
That is a good book.

That poem is beautiful.
That is a beautiful poem.

Is that difficult work?
Is that work difficult?

The difference might be defined in this way: that when the demonstrative (/ei/, /oi/, or /śei/) is used adjectivally (i.e, accompanying a noun), the noun takes the qualifier. When it is used pronomially (i.e., standing alone, as the subject or object of the sentence), the demonstrative itself takes the qualifier.

2.2. Qualifiers are usually added to numerals and other adjectives of quantity when accompanied by a noun, as in sentence 4. Again, in such cases, there is no transferrable meaning is English. An exception to this rule is when adjectives of quantity accompany nouns referring to money. For example:

"two annas"	dui ana
"five rupees"	pas ṭaka

Note that when adjectives of quantity are used, the nouns which they accompany are singular.

2.3. The qualifier /-ṭa/ can be used with reference to any person or object. The qualifier /-zon/, however, as in sentence 2, can be used only in reference to human beings.

Although /ṭa/ can also be used with human reference, the use of /-zon/ is preferable in this situation.

2.4. Examples of these various usages are as follow:

I shall fetch a book.	ami ɛkṭa boi anum
I shall fetch that book.	ami oi boiṭa anum
I shall fetch that.	ami oiṭa anum
he (hon.) will sing a song.	tain ɛkṭa gan gaiben
he (hon.) will sing two songs.	tain duiṭa gan gaiben
he (hon.) will sing that song.	tain oi ganṭa gaiben
he (hon.) will sing that (one).	tain oiṭa gaiben
I have a book.	amar ɛkṭa boi ase
I have a brother.	amar ɛkzon bʰai ase

3. The simple future tense.

3.1. The two uses of the future tense which are illustrated in this lesson are the following:

a. The indication of action that will take place in the future.

b. An expression equivalent to the English "would you...". (i.e.,"do you want to" as in sentence 15.)

The future tense is formed by the addition of the future sign /-b-/ to the high stem of the verb, unless the vowel of the verb stem is /a/: If the vowel stem is /a/, the low vowel is preserved in the future tense. The personal endings of the future tense, except the 1st person marker, are then added to the stem -b complex.*

The future tense personal endings are:

1st person (ami)	-um or -mu
2nd person (ordinary -- tumi)	-a
2nd person (inferior -- tui)	-i

*(The stems having CV-shapes, except those having /i/ in the stem, take /-ib-/ rather than /-b-/ as the future sign. The 1st person ending is added to the simple stem. /-um/ is added to stems of CVC shape and /-mu/ to stems ending in a vowel.)

2nd person (honorific -- apne)	-en
3rd person (ordinary -- śɛe)	-o
3rd person (honorific -- tain)	-en

3.2. Sample simple future paradigms are:

śon- "hear"

ami śunum	I shall hear
tumi śunba	you (ord.) will hear
tui śunbi	you (inf.) will hear
apne sunben	you (hon.) will hear
śɛe śunbo	he (ord.) will hear
tain śunben	he (hon.) will hear

kin- "buy"

ami kinum	I shall buy
tumi kinba	you (ord.) will buy
tui kinbi	you (inf.) will buy
apne kinben	you (hon.) will buy
śɛe kinbo	he (ord.) will buy
tain kinben	he (hon.) will buy

khɛl- "play"

ami khelum	I shall play
tumi khelba	you (ord.) will play
tui khelbi	you (inf.) will play
apne khelben	you (hon.) will play
śɛe khelbo	he (ord.) will play
tain khelben	he (hon.) will play

kɔr- "do, make"

ami korum	I shall do
tumi korba	you(ord.) will do
tui korbi	you (inf.) will do
apne korben	you (hon.) will do

śɛe korbo	he (ord.) will do
tain korben	he (hon.) will do

zan- "know"

ami zanum	I shall know
tumi zanba	you (ord.) will know
tui zanbi	you (inf.) will know
apne zanben	you (hon.) will know
śɛe zanbo	he (ord.) will know
tain zanben	he (hon.) will know

za- "go"

ami zamu	I shall go
tumi zaiba	you (ord.) will go
tui zabi	you (inf.) will go
apne zaiben	you (hon.) will go
śɛe zaibo	he (ord.) will go
tain zaiben	he (hon.) will go

hɔ- "be, become"

ami homu	I shall become
tumi hoiba	you (ord.) will become
tui hobi	you (inf.) will become
apne hoiben	you (hon.) will become
śɛe hoibo	he (ord.) will become
tain hoiben	he (hon.) will become

4. The genitive case can be used to denote authorship, as in sentences 15 and 16. Another example:

noun stem "story"	gɔlpo
"Is that a story by Azad?"	oiṭa ki azader gɔlpo

5. Syntax

Form all possible Bengali sentences:

	Modifiers	Noun	Interrogative	Complement	Noun	Verb	Interrogative
5.1.		eiṭa oiṭa śeiṭa boiṭa	(ki)	bʼala śɔkto śɔhoz			
5.2.		oiṭa	(ki)	gɔlper	boi		(ki)
		eiṭa seiṭa boiṭa		bʼala śɔkto śɔhoj			

5.3.

Modifiers	Noun	Interrogative	Complement	Noun	Verb	Interrogative
boier robindronather kɔrimer	nam	(ki)			zan-	(ki)
ɔr oiṭar ɛr	lekhɔk	(ke)				(ki)
eiṭar boiṭar	lekhɔk	(ki)		robindronath kɔrim		

5.4.

Modifiers	Noun (Subject)	Interrogative	Modifiers	Noun (Object)	Verb	Interrogative
	ami tumi tomra	(ki)	amar tomar apner	gan śetar tɔbla gɔlpo	baza- śon-	(ki)
amar tomar rohimer	b'ai amma abba		b'ala kharap śɔhoz śɔkto ɛkṭa			

Lesson III, part 3. Pattern drills.

1. Pattern: grammar, section 2.1.
    a. Is that a book?
    b. Is that a poem?
    c. Is that a novel?
    d. Is that a play?
    e. Is that a story?
2. Pattern: grammar, section 2.1.
    a. Yes, this is a book.
    b. Yes, this is a poem.
    c. Yes, this is a novel.
    d. Yes, this is a play.
    e. Yes, this is a story.
3. Pattern: sentence 3.
    a. What book is that?
    b. What poem is that?
    c. What novel is that?
    d. What play is that?
    e. What story is that?
4. Pattern: sentence 4.
    a. It is a book of songs (use singular form).
    b. It is a poem by (i.e., of) Rabindranath.
    c. It is a novel by Rabindranath.
    d. It is a play by Rabindranath.
    e. It is a story by Shahed Ali.
5. Pattern: sentence 5.
    a. What is the name of that book?
    b. What is the name of that poem?
    c. What is the name of that novel?
    d. What is the name of that play?
    e. What is the name of that story?

6. Pattern: sentence 6, grammar section 2.
   a. That book's name is Bicitra (bicittra). That is the name of the book.
   b. That poem's name is Balaka (bɔlaka). And that is the name of the book.
   c. That novel's name is Gora (gora). That is the name of the novel.
   d. That play's name is Raja. (raza). That is the name of the play.
   e. That story's name is Putul. (putul). That is the name of the story.

7. Pattern: grammar, section 2.
   a. Is that a very good book?
   b. Is that a book of poetry?
   c. Is that a good novel?
   d. Is that a difficult play?
   e. Is that a Bengali story?

8. Pattern: grammar, section 2.
   a. Yes, it is a good book.
   b. Yes, it is a book of poetry.
   c. Yes, it is a very good novel.
   d. No, it is an easy play.
   e. Yes, it is a Bengali story.

9. Pattern: sentence 7.
   a. Who is the author of it?
   b. Is Rabindranath the author of the book?
   c. Is Rabindranath the author of it?
   d. Is Rabindranath the author of the play?
   e. Is Shahed Ali the author of the story?

10. Pattern: sentences 8, 9.
    a. Rabindranath is the writer of the book. Do you know his name?

b. Yes, he is the writer of it. Do you know his name?
c. Yes, he is the writer of the novel. Do you know his name?
d. Yes, he is the writer of the play. Do you know his name?
e. Yes, he is the writer of the story. Do you know his name?

11. Pattern: sentences 10, 11.
a. No, I don't know his name. Who is he?
b. Yes, I know his name.
c. Yes, I know his poetry.
d. Yes, I know his stories.
e. No, I don't know his name. Who is he?

12. Pattern: sentence 12, 13.
a. He is a writer. You will hear his name.
b. He is a good writer. You will read his poetry.
c. He is a very good writer. You will read his novels.
d. He is a poet. You will hear his songs.
e. He is a friend. And he is a writer.

13. Pattern: sentence 14.
a. Is he a poet of Bengal?
b. Is he a writer of poems?
c, Is he a writer of many novels?
d. Is he a writer of stories?
e. Is he a friend of yours (i.e., of you)?

14. Pattern: sentence 15.
a. Yes. Would you like to hear his Bengali?
b. Yes. Would you like to hear a song by him (i.e., "his song")?
c, Yes. Would you like to read his novels?
d. Yes. Would you like to read his stories?
e. Yes. Would you like to hear a song by him?

15. Pattern: sentence 16.
    a. Yes, I should like to hear his Bengali.
    b. Yes, I should like to hear a song by him?
    c. Yes, I should like to read his novels.
    d. Yes, I should like to read his stories.
    e. Yes, I should like to hear a song by him.

    Pattern: sentence 17.
    a. Will you read his poetry?
    b. Will you play the sitar?
    c. Will you read a novel?
    d. Will you read a story?
    e. Will you sing a song?

16. Pattern: sentence 18.
    a. Yes, I shall read a poem.
    b. No, I shall play the tabla.
    c. No, I shall read a story.
    d. No, I shall read a poem.
    e. Yes, I shall sing a song.

17. Pattern: sentence 19.
    a. I shall read with you.
    b. I shall play the sitar with you.
    c. I shall read a story with you.
    d. I shall read a poem with you.
    e. I shall sing with you.

Lesson III, part 4. Sentence Drill.

Drill 1.

--What book is that?

--This book? Its name is Gitanjali.

--I do not know that name. Who is its author?

--It is a book of Rabindranath.

--Is it a novel?

--No, it is a book of poetry.

--Is it a good book?

--Yes, it is a very good book.

--Is it in Bengali?

--No, it is in English. Shall I read a poem?

--Yes, I should like to hear a poem(i.e., I shall hear).

--I shall read the first poem.

--That is a good poem. Now will you sing a song of Rabindranath?

--No, I shall not sing. My brother will sing.

--Will you play the tabla?

--Yes, I shall play the tabla. Will you dance?

--Yes, I shall dance.

Drill 2.

--This is a good story.

--What story?

--A story of Bonaphul.

--Is that his real name?

--No, his real name is Balai Chand Mukhopadhyay. He is a good writer.

--In which country does he live?

--He lives in Bengal. Will you read this story?

--I cannot. I do not know Bengali.

--Will you learn Bengali.

--My brother speaks Bengali well. He will read it.

--Is Bengali difficult?

--No, it is easy. You will learn Bengali quickly.

--That will be good.

--Yes, that will be good.

Lesson III, part 5. Substitution Vocabulary.

Bengali	English	Bengali	English
bondhu	friend	gan ga-	sing (a song)
naṭok	play	(Fut.: gan gai-)	
nɔvel	novel	nac	dance
kobita	poetry, poem	par-	be able
iŋrazi	English (language)	śikh-	learn
baŋla	Bengali (language)		
gan	song		
deś	country		
baŋladeś	Bengali (language)		
gɔlpo	story		
lekha	writing		
prothom	first	ba	or
ditio	second	ar	and
tritio	third	pɔre	after, afterwards
aśol	true, original		
taratari	quick, quickly	age	before
kon	which	ɛkhon	now
ke	who		

Idiom: taile   that becomes-(if)   then, if that is so

Lesson IV, part 1. Conversation.

	Translation and analysis		Bengali
1.	2nd person (ord.) pronoun stem		toma- তোমা
	genitive plural ending (for pronouns and nouns with reference to human beings.)		go গো
	"of you", "your" (ordinary plural)		tomago তোমাগো
	"so many"		εto এত
	"why"		kεno কেন
A.	Why are there so many people at your house?	A.	tomago barit ' εto lok kεn তোমাগো বাড়ীত এত লোক কেন
2.	noun stem, "sister"		boin বইন
	"of sister"		boiner বইনের
	"today"		aiz আইজ
	noun stem, "wedding"		bia বিয়া
B.	Today is my sister's wedding.	B.	aiz amar boiner ' bia আইজ আমার বইনের বিয়া
3.	"that is why"		tai তাই
	noun stem, "people"		manus মানুষ
	noun stem, "crowd"		bhir ভীড়
B.	That is why there is a crowd of people.	B.	tai ' manser bhir তাই মানষের ভীড়

4.		noun stem, "sister"		boin বইন
		genitive plural ending (for nouns with reference to human beings)		-go -দের
		"of sisters"		boingo বইনগো
		inflectional stem of interrogative pronoun "who":		ka- কা
		genitive case ending:		-r
		"of whom"		kar কার
		amongst		moiddhe মইদ্ধে
	A.	Which of your sisters is getting married? (amongst your sisters whose wedding?)	A.	tomar boingo moidde ' kar bia তোমার বইনগো মইদ্দে কার বিয়া
5.	B	It is my little sister's wedding.	B.	amar ' sodo boiner bia আমার ছোট বইনের বিয়া
6.		"of whom"		kar কার
		post-position, "with", governing preceding genitive		loge লগে
		"with whom"		kar loge কার লগে
		verb stem, "be"		ho- হ
		"(he, she, it) will be"		hoibo হইব
	A.	Whom is she marrying? (with whom her wedding will-be?)		kar loge ' tar bia hoibo কার লগে তার বিয়া হইব
7.		surname, "Khan"		khan খান
	B.	She will marry Khan's son.	B.	khango seler loge ' tar bia hoibo খানগো ছেলের লগে তার বিয়া হইব

8.	noun stem, "boy"	sele	ছেলে
	qualifying suffix, see grammar, section 4.	-ṭa	টা
	"the boy"	seleṭa	ছেলেটা
	A. What does the boy do?	A. seleṭa ' ki kore	ছেলেটা কি করে
9.	noun stem, "student"	sattro	ছাত্র
	B. He is a college student.	B. śe ' kolezer sattro	সে কলেজের ছাত্র
10.	nominative plural suffix for nouns with reference to human beings.	-era	-ে-রা
	A. Where do the Khans live?	A. khanera' kothae thaken	খানেরা কোথায় থাকেন
11.	3rd person (hon.) pronoun stem	ta-	
	nominative plural case ending for pronouns and noun stems with reference to human beings.	-ra	রা
	"they (honorific)"	tara	তারা
	noun stem, "market"	bazar	বাজার
	post-position, "near", governing preceding genitive	kase	কাছে
	"near the market"	bazarer kase	বাজারের কাছে
	name of a town	rajšhahi	
	B. They live in Shahi, near the market.	B. tara rajšahite, bazarer kase thaken	তারা রাজশাহীতে বাজারের কাছে থাকেন

12.	noun stem, "brother"	b 'ai	ভাই
	nominative case plural ending for noun stems	-ra	রা
	"brothers"	b aira	ভাইরা
	verb stem, "come"	ás-	আস
	3rd person future "(he/ she /it /they) will come"	aśbo	আসবো
A.	Will your brothers come to the wedding?	A. tomar b airaki ' biat asbo	তোমার ভাইরা কি বিয়াত আসবো
13.	"all, every one (reference to human beings)"	śɔkole	সকলে
B.	Yes, they will all come.	B. hɔ́ ' tara śɔkole ' aśbo	হু, তারা সকলে আসবো
14.	2nd person (ord.) pronoun stem	tom-	তোম-
	nominative case plural ending	-ra	-রা
	"you(ord. plural)"	tomra	তোমরা
	noun stem, "night"		
	"in/on the night"	rattre	রাত্রে (রাতে)
	noun stem, "song"	gan	গান
	verb stem, "sing"	ga-	গা
	"will you sing songs"	gan gaiba	গান গাইবা
A.	Will you sing songs on the night of the wedding?	A. tomra ki ' biar rattre gan gaiba	তোমরা কি বিয়ার রাত্রে গান গাইবা

15.		first person pronoun stem		am- আম-
		nominative plural		-ra -রা
		"we"		amra আমরা
	B.	Yes, we shall sing songs.	B.	hɔ ' amra ' gan gamu হু, আমরা গান গামু
16.		noun stem, "girl"		maia মাইয়া
		genitive plural suffix		-go -গো
		"of the girls"		maiago মাইয়াগো
		post-position governing preceding genitive		moidde মইদ্দে
		"among the girls"		maiago moidde মাইয়াগো মইদ্দে
		inflectional stem of interrogative, "who"		ka- কা-
		nominative plural suffix		-ra -রা
		"who" (nominative plural)		kara কারা
	A.	Who among the girls will sing songs?	A.	maiago moidde ' kara gan gaibo মাইয়াগো মইদ্দে কারা গান গাইব
17.		noun stem, "friend"		bondhu বন্ধু
		"friends" (nominative plural)		bondhura বন্ধুরা
	B.	Friends of my sister will sing.	B.	amar boiner bondhura ' gan gaibo আমার বইনের বন্ধুরা গান গাইব
18.	A.	What songs will they sing?	A.	tara ' ki gan gaibo তারা কি গান গাইব

19.		name of a poet		nazrul নজরুল
	B.	They will sing gazals of Nazrul.	B.	tara nozruler gɔzol gab তারা নজরুলের গজল গাইব
20.		conjunction, "and, also"		o -ও
		"you also"		tumi+o তুমিও
	A.	Will you also sing songs?	A.	tumi+o ki ' gan gaba তুমিও কি গান গাইবা
21.	B.	Yes, I also will sing songs.	B.	hɔ ' ami+o ' gan gamu হ, আমিও গান গামু
22.		first person pronoun stem		ama- আমা
		genitive plural suffix		go গো
		"of us, our"		amago আমাগো
	B.	Will you listen to our songs?	B.	tumi ki ' amago gan ' śunba তুমি কি আমাগো গান শুনবা
23.	A.	Yes, I should like to listen.	A.	hɔ ' śunum হ, শুনুম
24.		"all right"		beś বেশ
		"in that case"		taile তাইলে

		2nd person (ord.) pronoun stem	toma- তোমা-
		objective case suffix (see grammar, section 1)	-re -রে
		verb stem, "call"	ḍak- ডাক-
		"I shall call"	ḍakum ডাকুম
		"I shall call you"	tomare ḍakum তোমারে ডাকুম
	B.	All right. In that case, I shall call you tonight.	B. beś ' taile ' raittre tomare ḍakum. বেশ, তাইলে রাইতে তোমারে ডাকুম
25.		"seven"	śat সাত
		qualifying suffix, see grammar, section 4.2.	-ṭa -টা
		"seven o'clock"	śatṭa সাতটা
		post-position, "before", governing preceding genitive	age আগে
		"before seven o'clock"	śatṭar age সাতটার আগে
	A.	Will you call before sevem o'clock?	A. tumi ki ' sattar age ' ḍakba তুমি কি সাতটার আগে ডাকবা
26.		"eight"	aṭ আট
		qualifying suffix, see grammar, section.4.2.	ṭa
		"eight o'clock"	aṭṭa আটটা
		post-position, "after", governing preceding genitive	pore পরে

"after eight o'clock" — aṭṭar pɔre আটটার পরে

B. No, I shall call after eight. — B. na ' ami ' aṭṭar pɔre ' ḍakum.

না আমি আটটার
পরে ডাকুম

Lesson IV, part 2. Grammar.

1. The objective case, sentence 24.

1.1. For the time being, we can consider the objective case in Dacca dialect as that which takes the singular case ending /-re/ and the plural case ending /-go/ for pronouns and nouns which have human reference. A more elaborate statement describing the inflection for this case will be given in Lesson VII.

1.2. The case suffix indicates that the noun or pronoun to which it is attached is the object of the verb. For example:

Uninflected:

He speaks Bengali.	śe baŋla kɔe.
I will hear the song.	ami ganta śunum

Inflected:

I shall call your brother.	ami tomar bʾaire ḍakum
I know him.	ami tare zani

2. Plurals.

2.1. A plural formation of a noun or pronoun indicates that noun or pronoun is more than one in number. Note that when a noun is accompanied by an adjective of number, the noun does not take the plural suffix. For example:

boy	sele	boys	selera	two boys	duizon sele
sister	boin	sisters	boinera	many sisters	ɔnek boin
book	boi	books	boigula	some books	kisu boi

2.2. The plurals of nouns referring to animate beings and of pronouns are formed by the addition of one of a set of plural suffixes to the noun or pronoun stem.. These case suffixes are:

Nominative	-ra / -era
Genitive	-go
(Objective	-go)

Except in pronominal stems and noun stems with /e/ final, where the suffix is always /-ra/, /-go/, and /-go/, there is free variation between /-ra ~ -era/, etc., irrespective of whether the stem has a consonant or vowel final.

Note: In the above list and in the paradigms below, the objective case forms are given, though we have not yet met them in drill. They are given here for the sake of completeness only, and will be taken up in detail in Lessons VII, f.

2.3. A sample plural paradigm of /sele/, "boy", is:

"boys" (nominative)	selera
"of boys" (genitive)	selego
("<to> boys" <objective	selego>)

2.4. A sample plural paradigm of the personal pronouns is:

Person	Nominative	Genitive	Objective
1st	amra	amago	amago
2nd (ordinary)	tomra	tomago	tomago
2nd (inferior)	tora	togo	togo
2nd (honorific)	apnara	apnago	apnago
3rd (ordinary)	tara	tago	tago
3rd (honorific)	tara	tago	tago

Note: Pronouns and nouns referring to human beings are very rarely used in the locative. For such an expression as "among the boys", Bengali usually employs a so-called post-position or similar device -- /selego moidde/ (see below, section 6).

2.5. Although only nouns denoting animate objects and personal pronouns can form their plurals by means of the suffixes /-ra/, etc., all nouns can form plurals by means of the suffix /-gula/. A sample plural paradigm of /boi/, "book", is:

"books" (nominative)	boigula
"of books" (genitive)	boigular
"books" (objective)	boigulare (very rare- inanimate nouns are usually uninflected in the objective case.
"on/in books" (locative)	boigulate

2.6. The suffix /-gula/, when used with nouns with reference to animate beings (it is not used with pronouns), indicates particularization:

"What do boys (in general) do?"	selera ' ki kore
"What do (those particular) boys do?"	selegula ' ki kore (rare)

2.7. Nouns denoting **inanimate** objects are **uninflected** in the plural when the reference is general (i.e., there is no contrast between singular and plural formations):

"mango falls", Or "mangos fall"	am pore
"flower blooms," Or "flowers bloom"	phul phoṭe

When the reference is particular, nouns denoting inanimate objects take /-gula/ in the plural:

"mangos (in general) fall"	am pore
"(those particular) mangos fall"	amgula poṛe
"flowers (in general) bloom"	phul phoṭe
"(those particular) flowers bloom"	phugula phoṭe

2.8. To summarize:

With animate nouns and pronouns:

-ra/-era	nominative plural suffix; general reference.

-go	genitive plural suffix; general reference.
-go	objective plural suffix, general reference.

With all nouns:

-gula	nominative plural suffix, particular reference.
-gular	genitive plural suffix, particular reference.
-gulare	objective plural suffix, particular reference.
-gulate	locative plural suffix, particular reference.

2.9. Mutation drills.

2.10. In a sequence of plural nouns, only the last noun in the sequence takes the plural suffix. For example:

"the mangos and bananas and berries"   am kola ar jamgula

3. Interrogative pronoun (ordinary) stem /ka-/, as in sentence 4.

The interrogative pronoun "who"is declined in this way:

	Singular	Plural
Nominative	ke	kara
Genitive	kar	kago
Objective	kare	kago

4. Qualifier /-ṭa/, as in sentence 8.

4.1. In addition to the uses of the qualifier already mentioned (see ante, Les. III., Gram.) the qualifier can be added to a noun stem to give the force of the English definite article "the" or of the demonstrative "that". So here, /seleṭa/, "the boy, that particular boy".

5. Formation of the feminine.

5.1. Many, though by no means all, nouns in Bengali form the feminine by the addition of the suffixes /-i/, /-ini/, or /-ni/.

5.2. Some nouns which have /-o/ final replace the final /-o/ with /-i/, as:

sattro	"student" (masc.)	sattri	"student" (fem.)

5.3. Nouns which have other vowels final frequently add the /-ni/ suffix to the noun stem, as:

dhopa	"washerman"	dhopani (dhupi)	"washerwoman"

5.4. Nouns which have consonants final frequently add the suffix /-ini/ to stem, as:

bagh	"tiger"	baghini (baghi)	"tigeress"

6. Bengali phrases of place or time, in or to which, accompaniment, agency, etc., are expressed by means of post-positions. Most of these post-postions govern a preceding genitive. Some of the most common ones are:

loge/sathe	"with"	amar loge/sathe	"with me"
moidde	"among"	meeder moidde	"among the girls"
pore	"after (time)"	eiṭar pore	"after this"
age	"before (time)"	eiṭar age	"before this"
laiga	"for (the sake of)"	tar laiga	"for him/it for his/ its sake"

7. Form all possible Bengali sentences:

7.1.

Modifiers		Post-positional phrase		Subject	Verb
kago		kar	sathe (lɔge)	bia	hɔibo
amar	boiner, -go	tar			
tomar	b'aier, -go	tomar			
apner	bondhur, -go	apner			
tar	seler, -go	maiar			
amago		bondhur			

7.2.

Post-positional phrase			Subject	Object	Verb	
amar	boiner, -go	sathe (lɔge)	ami	gan	gai-b-	o
tomar	b'aier, -go	moidde	tumi	kaz	kor-b-	e
tar	bondhur, -go	laiga	apne			en
		pore	ke kara	ki		

Lesson IV, part 3. Pattern drills.

1. Pattern: sentence 1.
   - a. Why are there so many people in your room?
   - b. Why are there so many friends at your house?
   - c. Why are there so many people here?

   - d. Why are there so many books on your table?
   - e. Why are there so many books in your room?

2. Pattern: sentences 2, 3.
   - a. Today is my brother's wedding; that is why there is a crowd.
   - b. Today is my sister's wedding; that is whythere is a crowd there.
   - c. Today is my son's wedding; that is why there is a crowd at my house.

   - d. Today is my exam; that is why there are so many books.
   - e. Today is my exam; that is why there are so many books here.

3. Pattern: sentence 4.
   - a. Which of your brothers is getting married?
   - b. Which of your sisters is getting married?
   - c. Which of your sons is getting married?

   - d. To which of your friends do the books belong (i.e., of your friends, whose book)?
   - e. To which of your brothers do the books belong?

4. Pattern: sentence 5.
   - a. It is my elder brother's wedding.
   - b. It is my younger sister's wedding.

c. It is my younger son's wedding.

---

d. They are Rohim's books.
e. They are my younger brother's books.

5. Pattern: sentence 6.
a. Whom is he marrying?
b. Whom is your sister marrying?
c. Whom is your son marrying?

---

d. With whom does your friend live?
e. With whom does your brother study?

6. Pattern: sentence 7.
a. He is marrying Rohim's daughter.
b. She is marrying Hanam's son.
c. He is marrying my friend's daughter.

---

d. He lives with his friends.
e. He studies with me every day.

7. Pattern: sentence 8.
a. What does your elder brother do?
b. What work does the boy do?
c. What work does your friend do?

---

d. What does he study?
e. What do you (plural) study?

8. Pattern: sentence 9.
a. He is a student.
b. He is a college student.
c. He is an artist.

---

d. He studies Bengali.

e. He learns songs.

9. Pattern: sentence 10.
a. Where do they live?
b. Where does the boy live?
c. Where does he live?

---

d. Where does he study?
e. Where will you (plural) study?

10. Pattern: sentence 11.
a. They live near the city.
b. He lives in Dacca, near my house.
c. He lives in Dacca, near your house.

---

d. He studies at the college near the market.
e. We will study here, near the window.

11. Pattern: sentence 12.
a. Will your sisters come to your brother's wedding?
b. Will your friends come to your sister's wedding?
c. Will your friends come to your son's wedding?

---

d. Will he go to his college?
e. Will he come daily to your room?

12. Pattern: sentence 13.
a. Yes, they will come.
b. Yes, they will all come.
c. Yes, they will all come to the wedding.

---

d. Yes, he will go to his college.
e. Yes, he will come to my room every day.

13. Pattern: sentence 14.
a. Will you (plural) hear songs on the night of the wedding?

b. Will they sing good songs on the night of the wedding?
c. Will they sing gazals on the night of the wedding?

---

d. Will he study Bengali at the college?
e. Will you learn music with him?

14. Pattern: sentence 15.
a. Yes, we will listen to many songs.
b. Yes, they will sing many good songs.
c. Yes, they will sing many gazal songs.

---

d. Yes, I will study Bengali there.
e. Yes, we will learn music.

15. Pattern: sentence 16.
a. Who among the boys will sing songs?
b. Who among the girls will sing songs?
c. Who among you (plural) will sing songs?

---

d. Who among your friends will study Bengali?
e. Who among your friends will learn music?

16. Pattern: sentence 17.
a. Friends of my son will sing songs.
b. Friends of my daughter will sing songs.
c. Friends of mine will sing songs.

---

d. They all will study Bengali.
e. My friends all will learn music.

17. Pattern: sentence 18.
a. What songs will they sing?
b. What songs will her friends sing?
c. What songs will your friends sing?

d. What writing will they read?
e. What songs will they learn?

18. Pattern: sentence 19.
a. They will sing many songs.
b. They will sing gazals.
c. We will sing Rabindranath's songs.

d. They will read poetry.
e. They will learn bhatiali.

19. Pattern: sentence 20.
a. Will you also sing many songs?
b. Will you also sing gazals?
c. Will you also sing Nazrul's songs?

d. Will you also read poetry?
e. Will you also learn bhatiali?

20. Pattern: sentences 21, 22.
a. Yes, I also shall sing songs. Will you listen?
b. Yes, I also shall sing gazals. Will you listen to the songs?
c. Yes, I also shall sing his songs. Will you listen?

d. Yes, I also shall read poetry. Will you listen to the poetry?
e. Yes, I also shall learn bhatiali. Will you listen to a bhatiali?

21. Pattern: sentence 23.
a. Yes, I should like to listen.
b. No, I should not like to listen.
c. Yes, we all should like to listen.

d. Yes, I should like to listen to a poem.
e. Yes, I should like to hear a song.

22. Pattern: sentence 24.
a. All right. In that case, you will hear the songs tonight.
b. All right. In that case I shall not call you tonight.
c. All right. In that case, you will come here tonight.

---

d. All right. In that case, I shall read a poem tonight.
e. All right. In that case, I shall call you tonight.

23. Pattern: sentence 25.
a. Will I come before eight o'clock ? (Shall I...?)
b. Will you sing before nine o'clock?
c. Will you call me before ten o'clock?

---

d. Will you read before seven o'clock?
e. Will you call me before six o'clock?

24. Pattern: sentence 26.
a. No, I shall call you after nine.
b. No, I shall sing after ten.
c. No, I shall call you after ten.

---

d. No, I shall read after eight.
c. No, I shall call you after seven.

Lesson IV, part 4. Sentence Drill.

Note. Use ordinary plural forms throughout.

Drill 1.

--There will be a celebration at our house today. Will you come?

--What time will it be?

--It will be at eight o'clock tonight.

--Will there be a crowd of people?

--Yes, many people will come.

--Then I shall not come. I do not like a crowd.

--But they are all your friends. Rohim and Anis will come there.

--All right, then, we shall come. What is the celebration?

--Today is Eid. Do you know what Eid is?

--Yes, it is a festival.

--Yes. We shall sing songs on the day of Eid.

--What kind of songs will you sing?

--Gazal (gozol) songs. The tune of these songs is very beautiful.

--Who are the writers of gazals?

--Many poets. Their names are Iqbal, Nazrul, etc.

--Are they modern writers?

--Yes, they are modern.

--Who (plural) will sing their songs,

--Some singers will come. My friends will also sing.

--I shall not sing. My voice is bad.

Drill 2.

--Salam will come to my house tonight. Will you come with him?

--What time will he go?

--He will come at seven o'clock sharp. Anis will come too.

--Will Nazma sing? She has a beautiful voice.

--Yes, she will sing gazals.

--Then I shall come. Those songs are very sweet.

--Many people will be coming. They will all bring their instruments.

--What is the celebration?

--Today is my sister's birthday.

--Will the people of your house sing songs for her?

--Yes, they will sing.

--Then I shall come at seven.

Lesson IV, Part 5. Vocabulary.

porikkha	examination	śikh-	learn
utśɔb	celebration	aś-	come
bidda	learning	an-	bring, fetch
kɔla	art	pɔs̃ondo kɔr-	like
śɔŋgit	music	roz, prottekdin	everyday, daily
śur	melody	aiz	today
śɔmoe	time	kail (agami kail --)	tomorrow
pɔsondo	liking		
gɔla	throat, voice	kail (gɔto kail--)	yesterday
rat, rait	night	tai	therefore, that is why
jɔntro	instrument		
śilpi	artist	kintu	but
adhunik	modern		
purana	old, ancient	śɔkole	all
miśṭi	sweet	zɔmodin	birthday

Idioms:

kɔtar śɔmoe aśba	how-much time come will	What time will you come?
aṭṭar śɔmɔe asum	eight-(and) time come-shall	I shall come at eight.
aiz rate	today night-(in)	tonight

Lesson V, part 1. Conversation

	Analysis and translation		Bengali
1.	honorific suffix attached to the given name of a male person addressed.		śaheb সাহেব
	noun compound, "father" and "mother", see grammar.		abba--amma আব্বা-আম্মা
A.	Mr. Rohim, where do your mother and father live?	A.	rohim śaheb ' apnar abba-amma kothae thaken রহিম সাহেব, আপনার আব্বা-আম্মা কোথায় থাকেন
2.	"before, formerly"		age আগে
	Calcutta, name of a city, capital of West Bengal		koilkata (kolkata) কইলকাতা
	"in Calcutta"		koilkatae কইলকাতায়
	simple past tense stem of verb /as-/ "be"		si ছি
	sign of the simple past tense		-l- -ল-
	honorific verbal ending		-en -ে-ন
	"(they--honorific)		silen ছিলেন
B.	My mother and father were in Calcutta before.	B.	amar abba-amma age ' koilkatae silen আমার আব্বা আম্মা আগে কইলকাতায় ছিলেন

3.		"this"		ɛ--variant of e-
		morpheme indicating time		-khon -খন
		"this time, now"		ɛkhon এখন
		name of a city, capital of East Pakistan		dʼaka ঢাকা
	B.	Now they live in Dacca.	**B.**	ɛkhon ' d·akae thaken এখন ঢাকায় থাকেন
4.		2nd person (hon.) pronoun stem		apna- (apne) আপনা- (আপনে)
		genitive case plural suffix		-go -গো
		"of you (hon. plural)"		apnago আপনাগো
	B.	Where is your home?	**B.**	apnago bari ' kothae আপনাগো বাড়ী কোথায়
5.		1st person pronoun stem		ama- আমা
		genitive case plural suffix		-go -গো
		"of us"		amago আমাগো
		name of a city and a district in western West Bengal		birbhum বীরভূম
		3rd person simple past tense verbal ending		-o -ও
		"it (he/she) was"		silo ছিল (আছিল)
	A.	Our house was in Birbhum before.	**A.**	amago bari age ' birbhume silo আমাগো বাড়ী আগে বীরভূমে আছিল

6.	1st person nominative pronoun stem	am- আম-
	nominative plural case suffix	-ra -রা
	"we"	amra আমরা
	conjunctive, "too, also"	o ও
A.	Now we also live in Dacca.	A. ɛkhon amra o ' d'akae thaki এখন আমরা ঢাকায় থাকি
7.	"which"	kon কোন
	noun stem, "place"	zaega জায়গা
	"in which place"	kon zaegae কোন জায়গায়
B.	In which part of Dacca do you live? Dacca-in which place-in you live)	B. dʼakae ' kon zaegae ' thaken ঢাকায় কোন জায়গায় থাকেন
8.	noun stem, "bank, edge, side"	kase কাছে
	"near the new market"	niu markeṭer kase নিউ মার্কেটের কাছে
A.	Now we live near the new market.	A. amra ɛkhon ' niu markeṭer ' kase thaki আমরা এখন নিউ মার্কেটের কাছে থাকি
9.	name of a section of old Dacca.	lokkhibazar
	1st person simple past verbal ending	-am -লাম

		"we (I) were (was)"		asilam আছিলাম
	A.	Formerly we were in Laksmibazar	**A.**	age ' lokkhi bazare asilam আগে লক্ষ্মীবাজারে আছিলাম
10.		post-position "with," governing preceding genitive		lɔge লগে
		"with you (honorific)"		apner lɔge আপনের লগে
		"more, and in addition"		ar আর
		"who in addition, who else"		ar ke আর কে
	B.	Who else lives with you in Dacca?	**B.**	apner lɔge ' d'akae ar ke thake আপনের লগে ঢাকায় আর কে থাকে
11.		noun stem, "family"		śɔŋśar সংসার
	A.	Our family is very large.	**A.**	amago śɔŋśar ' khub bɔro আমাগো সংসার খুব বড়
12.		noun stem, "elder brother's wife"		bhabi ভাবী
		elder brother		b'aizan
	A.	My mother, father, elder brother, and sister-in-law live with me.	**A.**	amar lɔge abba-amma b'aizan o bhabi thaken আমার লগে আব্বা-আম্মা, ভাইজান ও ভাবী থাকেন

13.		"how many"		kɔe কয়
		qualifier		-ṭa -টা
		"how many"		kɔeṭa কয়টা
		noun stem, "boy"		sele ছেলে
		noun stem, "girl"		mee মেয়ে
	B.	How many children does your brother have? (your brother-of how-many children)	**B**	apner b aier ' kɔeṭa sele-mee আপনের ভাইয়ের কয়টা ছেলেমেয়ে
14.		alternative stem of numeral "one"		ɛk এক
		qualifier		-ṭa -টা
		"one"		ɛkṭa একটা
		stem of numeral "two", used in compounds		dui দুই
		qualifier		-ḍa -ডা (টা)
		"two"		duiḍa দুইডা (দুইটা)
	A.	My brother has a son and two daughters.	**A.**	amar b'aier ' ɛkṭa sele ' o duiḍa mee আমার ভাইয়ের একটা ছেলে ও দুইটা মেয়ে
15.		noun stem, "father's brother"		caca চাচা
		noun stem, "father's brother's wife"		caciamma চাচীআম্মা

		compound noun, "father's brother and his wife"		caca-caciamma চাচা-চাচীআম্মা
		nominative plural case suffix		-ra -রা
		"father's brothers and their wives" (or, "father's brother, his wife and children)		caca-caciammara চাচাচাচীআম্মারা
	B.	Do your aunts and uncles live with you?	B.	apner caca-caciammara ki ' apner loge thaken আপনের চাচাচাচী-আম্মারা কি আপনের লগে থাকেন
16.		"now"		ɛkhon এখন
		emphatic suffix, here translatable as "even"		-o -ও
		"even now, still"		ɛkhono এখনও
	A.	No, my aunts and uncles still live in Loksmibazar.	A.	na ' caca-caciammara ɛkhono lakkhibazare thaken না, চাচাচাচীআম্মারা এখনও লক্ষ্মীবাজারে থাকেন
17.	B.	What does your uncle do?	B.	apner caca ' ki koren আপনের চাচা কি করেন
18.		"before"		age আগে
		loan word, "professor"		prophesar প্রফেসার
	A.	At first, he was a professor.	A.	tain age ' prophesar silen তাইন আগে প্রফেসার আছিলেন

	A.	Now he does nothing at all.	A.	ɛkhon ' kisui kɔren na এখন কিছুই করেন না
19.		"that"		śe সে
		"what"		ki কি
		"what is that?" or "how can that be?"		śe ki সে কি
		3rd person (honorific) pronoun stem		ta- তা
		objective case ending		-re রে
		"him (objective)"		tare তারে
		stem of verb "see"		dɛkh- দেখ
		simple past tense sign		-l- -ল-
		1st person past tense suffix		-am -আম
		"I saw"		dɛkhlam দেখলাম
	B.	How can that be? I saw him in the office (just) now.	B.	śe ki ' ami ɛkhon ' tare ɔfiśe dɛkhlam সে কি! আমি এখন [illegible] অফিসে দেখলাম
20.	A.	In what office did you see him?	A.	kon ɔfiśe ' tare ɛkhon dɛkhlen কোন অফিসে তারে এখন দেখলেন
21.	B.	I saw him in his office.	B.	ami tare ' tar ɔfiśe dɛkhlam আমি তারে তার অফিসে দেখলাম

22.	perhaps		bodhɔe
A.	Perhaps he has some business in that office.	A.	tar bodhɔe ' ɔfise kono kaz ' ase তার বোধহয় অফিসে কোন কাজ আছে
23.	but		kintu কিন্তু
A.	But he doesn't work there.	A.	kintu tain sɛikhane kaz kɔren na কিন্তু তাইন সেইখানে কাজ করেন না

Lesson V, Part 2. Grammar.

1. Compound nouns.

Compound nouns are common in Bengali; they are made up of two or more noun stems. The case or number inflection, where there is one, is added to the last member of the compound only. Therefore such compounds are treated inflectionally as simple nouns. Examples:

ma-baba (abba-amma)	"mother-father, mother and father"
bˀai-boin	"brother-sister", brother and sister"

In some cases, meanings of compound nouns are extended beyond the meanings of their elements:

sele-maia	"boy-girl, children"
gas-pala	"trees and things like that"
bɔne gas-palagula taṛa-taṛi gɔzae	"In the forest trees and other things (i.e., vines, bushes, etc.) grow very quickly"

2. Simple past tense.

2.1. The primary uses of the simple past tense are:

- a. Connected narrative to describe a series of actions in past time.
- b. To express action which has taken place in the immediate past.

2.2. The sign of the simple past tense is /-l-/, which sign is added to the high stem of all verbs **EXCEPT** those of CVC -shape with /a/-vowel stems.

2.3. The personal endings for the simple past tense are:

1st	-am
2nd (ordinary)	-a
2nd (inferior)	-i
2nd (honorific)	-en
3rd (ordinary)	-o
3rd (honorific)	-en

2.4. Examples:

ken-	"buy"	ami	kin-l-am
		tumi	kin-l-a
		tui	kin-l-i
		apne	kin-l-en
		śɛe	kin-l-o
		tain	kin-l-en
kɔr	"do"	ami	kɔrlam
		tumi	kɔrla, etc.
khɛl	"play"	ami	khɛllam
		tumi	khɛlla, etc.
oṭh-	"rise up"	ami	uṭhlam
		tumi	uṭhla, etc.

BUT CaC- stems have no change:

zan-	"know"	ami	zanlam, etc.

Stems of shape CV-, even where the stem-vowel is /a/, take /i/ before the past suffix /l/. For example:

pa-	"get"	ami	pai-l-am
		tumi	pai-l-a
		tui	pai-l-i
		apne	pai-l-en
		śɛe	pai-l-o
		tain	pai-l-en

2.5. The verb /za-/, "go", has an irregular stem in the simple past. The stem /za-/ is inflected in this way:

ami	gɛ-l-am
tumi	gɛ-l-a
tui	ge-l-i
apne	gɛ-l-en
śɛe	gɛ-l-o
tain	gɛ-l-en

2.6. Give full paradigms for the following verb stems:

pɔṛ-	"read"
śon-	"hear"
par-	"be able"
phɛl-	"drop"
de-	"give"
kha-	"eat"

2.7. In Lesson VII, more intensive drills on the simple past are given.

3. The stem of the simple past tense of the verb "be" (/as-/) is /si-/. The sign of the simple past and the simple past personal endings are added to this stem. The simple past is the only past tense in which this verb occurs.

4. Plural verbal endings. Note that there is no variation in verbal personal endings between the singular and plural

numbers. Thus:

ami zani	"I know"	amra zani	"We know," etc.

5. The qualifier /-ţ̥a/, as in sentence 13.

The form /kɔ/ is an adjective of quantity. The use of the qualifier in sentences 13 and 14 is the use which we have seen before--namely, that the qualifier is added to numerals and other adjectives denoting quantity when followed by a noun.

6. The bound morpheme /khɔn/ indicates time:

ɛkhɔn	"this time now"
kɔkhɔn	"which time, when"
ɔnekkhɔn	"much time", etc.

7. Often an emphatic negative is expressed in Bengali by the use of the construction

(positive)-(emphatic) ... (verb) + na

something-(emphatic) does-do not	kisui kɔren na

He does nothing at all.

Other examples, using the /-o/ emphatic suffix as in sentence 16, might be:

they when-(emphatic) there do-go not	tara kɔkhono śeikhane zae na

They never go there (at all).

they somewhere-(emphatic) do-go not	tara kothao zae na

They do not go anywhere (at all).

He reads no books (at all).	śɛe kono boi pɔre na

8. When the subject of a sentence is plural, the complement takes no plural suffix; e.g.:

They are writers.	tara lekhɔk
They were writers.	tara lekhɔk silen

9. Construct all possible Bengali sentences:

Modifier	Subject	Verbal modifiers		Verb		
amar	ma-baba/ra	age	kothae	si --	-l-	am/a/en/o
amago	b'ai-boin/era	pɔre	koilkatae	thak --	-b-	o/a/en/e
tɔr	sele-maia/ra	ɛkhon	śɔhore			
tɔgo			eikhane			
tomar			ei zaegae			
tomago						
	ami/amra	pɔre	nodir dhare			
	tui/tɔra	ɛkhono	tago lɔge			
	tumi/tomra		tar kase			
	apne/apnara					

Lesson V, part 3. Patterns.

1. Pattern: sentence 1.
   a. Where do your brother and sister live?
   b. Where do your children live?
   c. Where do your brothers and sisters live?
   d. Where do your aunts and uncles live?
   e. Where do their children live?

2. Pattern: sentence 2.
   a. They were in Calcutta before.
   b. They were in Dacca before.
   c. Their house was in Faridpur (foridpur).
   d. They were with Karim before.
   e. They were in Karim's house before.

   Pattern: sentence 3, 4.
   a. Now they live in Dacca. Where is your home?
   b. Now they live in Karachi. Where is your home?
   c. Now they live in Rajshahi. Where is your brother's home?
   d. Now they live with me. Where is your uncle's home?
   e. Now they live with their father. Where is your children's home?

3. Pattern: sentence 5, 6.
   a. Now we also live in Dacca.
   b. Now we also live in Karachi.
   c. Now he also lives in Rajshahi.
   d. Now he also lives with his children.
   e. Now they also live with us.

4. Pattern: sentence 7.
   a. In which part of Dacca do you live?
   b. In which part of the city do you live?
   c. In which part of Rajshahi does he live?

d. In which part of the house does he live?
e. In which room of the house do they live?

5. Pattern: sentence 8.
a. Now we live by the side of the river.
b. Now we live by the side of the mosque.
c. Now he lives by the side of the mosque.
d. Now he lives beside me.
e. Now they live in the big room.

6. Pattern: sentence 10.
a. Who else lives with you?
b. Who else lives by the side of the mosque?
c. Who else lives with him?
d. Who else lives beside you?
e. Who else lives in that room?

7. Pattern: sentence 11.
a. Our family is very large.
b. Many large families.
c. His family is very large.
d. My brother and his large family.
e. Our family is very small.

Pattern:. sentence 12.
a. My aunts and uncles live with us.
b. My brothers and sisters live near us.
c. His children live with him.
d. My uncles also live with him.
e. Only the children live in that room.

8. Pattern: sentence 13.
a. How many children do they have?
b. How many children does your sister have?
c. How many children does he have?

d. How many children does your brother have?
e. How many children do you have?

9. Pattern: sentence 14.
a. They have two sons and two daughters.
b. She has one son and two daughters.
c. He has three sons and four daughters.
d. My brother has one son and one daughter.
e. We have one son and one daughter.

10. Pattern: sentence 15.
a. Do your mother and father live with you?
b. Do your aunts and uncles live near you?
c. Do his brothers live with him?
d. Does your sister live with him?
e. Do your brothers live with you?

11. Pattern: sentence 16.
a. No, they still live in Karachi.
b. No, they still live in Dacca.
c. No, they still live in the city.
d. No, she still lives with my brother.
e. No, they still live with my father.

12. Pattern: sentence 17.
a. What does your father do?
b. What does your uncle do?
c. What do your brothers do?
d. What does your brother do?
e. What do they do?

13. Pattern: sentence 18.
a. Formerly, he was a writer.
b. Formerly, he was a poet.
c. Formerly, they were writers.

d. Formerly he was a doctor.
e. Formerly, they were students.

Pattern: sentence 20.
a. Now he writes nothing at all.
b. Now he reads nothing at all.
c. Now they write nothing at all.
d. Now he does nothing at all.
e. Now they study nothing at all.

14. Pattern: sentence 21.
a. How can that be? I saw his book just now.
b. How can that be? I saw his book of poetry just now.
c. How can that be? I saw their writing just now.
d. How can that be? I saw him in the hospital just now.
e. How can that be? I saw them in class just now.

15. Pattern: sentence 22.
a. Which book of his did you see?
b. Which poetry book did you see?
c. Which writing did you see?
d. In which hospital did you see him?
e. In which class did you see them?

16. Pattern: sentence 23.
a. I saw his poetry book.
b. I saw his big book.
c. I saw their new book.
d. I saw him in the new hospital.
e. I saw them in Bengali class.

17.. Pattern: sentence 24, 25.
a. He wrote poetry, but he doesn't write poetry anymore.
b. He wrote books, but he doesn't write anymore.
c. They wrote books, but they don't write now.

d. He went there, but he doesn't work there now.

e. They went to class, but they don't study there now.

Lesson V, Part 5. Substitution Vocabulary.

śilpi	artist
śikkhɔk	teacher
sattro	student (m.)
sattri	student (f.)
dhopa	washerman
dhopani	washerwoman
dokan	shop
mośzid	mosque
iśkul	school
soŋśar poribar	family
roḍ rasta	road
pakistan	Pakistan
uttor	north
dokkhin	south
purbo	east
pościm	west
haśpatal	hospital
sele/maia	children

dɛkh-	see, look
za-	go
śeś kɔr-	finish
paśe	beside
bhitore	within (post-position)
kase	near (post-position)
kisukkhɔn	a while
kisu	some, a little
ɛkhɔn	now
ɛkhoni	now-(emphatic); just now
ei	this
-i	(emphatic)
prae	often
kɔkhɔno na	never

Idioms:

amar mɔne hɔe	me-of mind-in (it)-becomes	I think, It seems to me
gɔlpo kɔr-	story make	talk, gossip
eimattro	this only	just now

Lesson VI, Part 1. Conversation.

		Translation and analysis.		Bengali
1.		Note: no subject is expressed; /apne./ is understood from the context and verbal suffix.		
		verb stem, "want"		ca- চা-
		honorific verbal ending		-n -ন
		"(you--honorific) want"		can চান
	A:	What do you want?	A.	ki can কি চান
2.	B.	I want a book.	B.	ɛkṭa boi cai একটা বই চাই
3.		1st person pronoun stem		ama- আমা-
		objective case ending (see grammar, section 11).		-re -রে
		"(to) me (objective)"		amare আমারে
		"that, those"		oi ওই
		"new"		nuton নুতন
		"history"		itihaś ইতিহাস
		noun stem, "book"		boi বই
		inanimate plural suffix		gula গুলা
		"books"		boigula বইগুলা
		verb stem, "show"		dɛkha- দেখা-
		honorific ending for verb stems with vowel final		-n -ন

		"please show" (for this imperative usage, see grammar, section 2.2)	dɛkhan দেখান
	B.	Please show me those new history books.	**B.** amare ' oi nuton itihas boigula ' dɛkhan আমারে ওই নুতন ইতিহাস বইগুলা দেখান
4.		high stem of verb "buy"	kin- কিন-
		sign of future tense	-b- -ব-
		honorific verbal ending	-en -ে-ন
		"(you --hon.) will buy"	(apne) kinben (আপনে) কিনবেন
	A.	Will you buy the books now?	**A.** apne ki ɛkhon ' boigula kinben আপনে কি এখন বইগুলা কিনবেন
5.		high stem of verb "look, look at"	dekh- দেখ
		"(I) shall look at"	dekhum দেখুম
	B.	No, I shall look at the books now.	**B.** na ' ɛkhon ami ' boigula dekhum না, এখন আমি বইগুলা দেখুম
6.		"afterwards"	por পর
		"this"	ei এই
		plural suffix	gula গুলা
		"these"	eigula এইগুলা

	high stem of verb "take"		ni নি
	ending for past active participle		-a -য়া
	PAP, "taking, having taken" (see grammar, section 4).		nia নিয়া
B.	Afterwards I shall take them. (afterwards) I them having-taken shall-go)	B.	pɔre ami eigula nia zamu পরে আমি এইগুলা নিয়া যামু
7.	noun stem, "book"		boi বই
	plural suffix		-gula -গুলা
	genitive case ending		-r -র
	"of the books"		boigular বইগুলার
	noun stem, "price"		dam দাম
	verb stem, "give"		di- দি-
	sign of future tense		-b- -ব-
	honorific verbal ending		-en -েন
	"(you--hon.) will give"		(apne) diben (আপনে) দিবেন
A.	Will you pay for the books now? (you? now of-the-books price will give)	A.	apne ki ɛkhɔn ' boigular dam diben আপনে কি এখন বইগুলার দাম দিবেন

8.		noun stem, "brother"		b'ai	ভাই
		objective case ending		-re	-রে
		"(to) brother"		b'aire	ভাইরে
		verb stem, "send"		paṭha-	পাঠা-
		"you (hon.) will send" -- indicative or imperative; for this imperative usage, see grammar, section 3.		paṭhaiben	পাঠাইবেন
	B.	No, send them to my brother.	**B.**	na ' amar b'aire ' paṭhaiben	না, আমার ভাইরে পাঠাইবেন
9.	**B.**	He will pay. (he price will-give)	**B.**	śɛe dam dibo	সে দাম দিব
10.		high stem of irregular verb "give"		-di-	-দি-
		honorific ending		-n	-ন-
		"please give" (imperative--see grammar, section 5.1.)		dɛn	দেন
	A.	No, please pay now. (no, you now price (please) give)	**A.**	na ' apne ɛkhɔn ' dam dɛn	না, আপনে এখন দাম দেন
11.		"all right"		assa	আচ্ছা

	A.	All right. How much are the books? (all right of-the-books how-much price)	B.	assa ' boigular ' kɔto dam আচ্ছা বইগুলার কত দাম
12.		numeral, "three"		tin- তিন-
		form of qualifier used with /tin/		-ṭa -টা
		Note: no plural suffix is used with the noun when the noun is accompanied by an adjective of quantity.		
	A.	The price of these three books is five rupees.	A.	ei tinṭa boier dam ' pac ṭaka এই তিনটা বইয়ের দাম পাচ টাকা
13.		"very great, excessive"		beśi বেশী
		"very greatly excessive"		bɔro beśi বড় বেশী
	B.	That's too much.	B.	bɔro beśi dam বড় বেশী দাম
14.		numeral "four"		cair চাইর
		"rupee"		ṭaka টাকা
		locative case ending		-te তে
		"in (within) four rupees"		cair ṭakate চাইর টাকাতে
	B.	Give me the books for (i.e., within) four rupees. (four rupees-within this books <please give>)	B.	cair takate ' ei boigula dɛn চাইর টাকাতে এই- বইগুলা দেন

15.		noun stem, "book"		boi বই
		plural suffix		-gula -গুলা
		locative case ending		-te -তে
		"in books"		boigulate বইগুলাতে
		"five"		pać পাচ
		"hundred"		śo শো
		"page"		pata পাতা
	A.	No. There are five hundred pages in these books.	A.	na ' ei,boigulate ' pac śo pata না, এই বইগুলাতে পাচ শো পাতা
16.		"so much"		ɛto এত
		"small"		kɔm কম
		"so small"		ɛto kɔm এত কম
		noun stem, "price"		dam দাম
		locative case ending		-e -ে
		"in (within) price"		dame দামে
	A.	I shall not give (them to you) for such a small price.	A.	ɛto kɔm dame ' dimu na এত কম দামে দিমু না
17.	B.	How much will you sell this book for? (how-much price-in this book-/qual./ you-will-give)	B.	kɔto dame ' ei boiṭa diben কত দামে এই- বইটা দিবেন

18.	**A.**	I'll give (you) this one for (i.e., within) two rupees.	**A.** ' dui ṭakate ' eita dimu দুই টাকাতে এইটা দিমু
19.		"but"	kintu কিন্তু
		noun stem , "book"	boi বই
		"the (particular) book"	boiṭa বইটা
		"this (particular) book"	ei boiṭa এই বইটা
		"in this (particular) book" Note that the locative suffix come after the qualifier.	ei boiṭate এই বইটাতে
		"only"	kɛbɔl কেবল
	B.	But there are only one hundred pages in this book.	**B.** kintu ' ei boiṭate ' kɛbɔl ɛk so pata কিন্তু এই বইটাতে কেবল এক শো পাতা
	B.	Why is it so expensive? (so-much price why?)	**B.** ɛto dam kɛn এত দাম কেন
20.		"this"	ei এই
		"this (particular) one"	eiṭa এইটা
		"in this (particular) one"	eiṭat এইটাত
		"picture"	sobi ছবি
		"there is, there are"	ase আছে

	A.	There are many pictures in this one.	**A.**	eiṭat ' ɔnek sobi aṡe এইটাতে অনেক ছবি আছে
21.	**B.**	Will you give me the book for one rupee?	**B.**	ɛk ṭakate ki ' boiṭa diben এক টাকাতে কি বইটা দিবেন
22.		"another"		ɔnno অন্য
		"shop"		dokan দোকান
		stem of verb "look"		dɛkh- দেখ
		honorific imperative ending		-en -ে-ন
		"please look"		dɛkhen দেখেন
	A.	No, please go and look in another shop.	**A.**	na ' apne ɔnno dokane ' dɛkhen না, আপনে অন্য দোকানে দেখেন

Lesson VI, Part 2. Grammar.

1. The objective case inflectional ending, as in sentences 3 ff.

1.1. The objective case ending is used with pronouns and nouns denoting persons. Except in certain circumstances, inanimate nouns are left uninflected in the objective case. (See below, 1.3.).

1.2. When a verb has both a "direct" and an "indirect" object, the case ending is used with the indirect object, and the direct object is left uninflected. Thus, in sentence 3, the indirect object /amare/ takes the case inflection, while the direct object /boigula/ is left uninflected.

Another example of this situation is:

amare tomar cheleṭa dɛo
Give your son to me / give me your son.

1.3. An exception to the rule that inanimate nouns do not take objective case inflection, is when a particular object or group of objects within a class is designated. In sentence 14, for example, where particular books are under discussion, the objective case ending may be used, thus:

Give me the (particular) books for four rupees.	čair ṭakate ei boigula dɛn

This option, however, is not usually taken in normal speech; the objective case ending is usually used only with nouns referring to animate objects.

1.4. Some Bengali verbs do not take indirect objects. Among these verbs are "read" and "sing".

2. The formation of the present imperative, as in sentence 3.

2.1. The present imperative of regular verb stems is formed by the use of the present indicative without the personal pronoun in the first and second person ordinary. Thus:

kini	"let me/us buy"	zai	"let me/us go"
kino	"buy!"	zao	"go!"

2.2. In the 3rd person ordinary and in the honorific forms, the imperative is formed by the addition of the suffixes /-uk, -k/ and /-en, -n/, the use of the alternative suffixes being dependent upon whether the verb stem has a consonant or vowel final.

kinen	"please buy"	zan	"please go"

kinuk	"let him/her/it (ord.) buy"	zauk	"let him/her/it (ord.) go"

Note that the stem is him in the second case, but not in the first case.

kinen	"let him (hon.) buy"	zan	"let him (hon.) go"

Give imperative forms for the following:

pɔr-
kɔr-
s̀un-
oṭh-
fɛl-
pa-

3. Future imperative, as in sentence 8.

The future imperative of all persons except for the 2nd person ordinary is formed as the simple future without the personal pronoun. The formation of the future imperative of the 2nd person ordinary will be discussed in a later lesson.

4. Formation and use of the past active participle, as in sentence 6.

The past active participle is formed by the use of the high stem of a verb with the ending /-a/. There are many compound verbs in Bengali, as here in sentence 6, some of which consist of the non-finite past active participle plus an inflected or finite form of another verb. The past active participle is translatable either as "-ing" or "having... -en"; here, for example, either "taking" or "having taken". There will be a more complete discussion of the past active participle and of compound verbs in a later lesson.

5. The verbs /de-/, "give" (as in sentence 9) and /ne-/, "take", form an irregular verb class. A paradigm of the simple present, past, and future tenses will be.

Person	Present	Past	Future
1st	dei	dilam	dimu
2nd (ord.)	dɛo	dila	diba
2nd (hon.)	dɛn	dilen	diben
2nd (inf:)	diś	dili	dibi
3rd (ord.)	dɛe	dilo	dibo
3rd (hon.)	dɛn	dilen	diben

5.1. The 3rd person ordinary and the honorific imperative forms are also irregular, being formed by means of the high-stem /di-/ or /de-/ in ordinary, or /dɛ-/ in honorific:

3rd (ord.)	dik, dek
2nd and 3rd (honorific)	dɛn

6. The use of the locative in various contexts, including the buying and selling context, is a peculiar one. The best translation for such a use might be "within what price...", "within five rupees...", etc. Thus:

kɔto dame diben	How much will you sell (it for)? How-much price-within give will

7. Form all possible Bengali sentences:

7.1.

Subject	(Int.)	Indirect Obj.	Direct Obj.		Verbal Modifier	Verb	Neg.
ami	(ki)	amare		ki			(na)
tumi		tomare		eiṭa	ɛkhon		
apne		apnare		oiṭa	pɔre	dɛkha-	
śɛe		tare				de-	
			ɛkṭa				
tain			duiṭa	boi	ai	paṭha-	
amra		amago			kail		
			baŋla				
tomra		tomago		boi	śeikhane	ken-	
		apnago	nuton	boigula	ɔnno dokane	nia za-	
			itihaś				
tara		tago (ke)					
			bɔro	dam		de-	
			boier				
rohim							
lekhɔk		rohimer	boigular				
		b..aire					
		lekhɔkre					

7.2

Subject	Modifier	Object	(Int.)	Verb
ami tumi	boier boigular	dam		an- de-
	eiṭar oiṭar eigular		kɔto ki	

7.3.

Subject	Indirect Object	Modifier	(Int.)	Direct Object	Verb	(Neg).
ami tumi	amare tomare bʻaire	ɛk ṭakate dui tin kɔto dame bɔro ɛoḍo	(ki)	eiṭa oiṭa boiṭa	de- paṭha- ken-	(na)

7.4.

Modifier	Subject	
boiṭate boigulate	kɛbɔl	ɛk śo pata dui śo ɔnek

Lesson VI, part 3. Patterns.

1. Pattern: sentence 1.
   - a. What do you hear?
   - b. What do you see?
   - c. What do you buy?
   - d. What do you read?
   - e. What do you want?

2. Pattern: sentence 2.
   - a. I hear a song.
   - b. I see a book.
   - c. I buy books.
   - d. I read books.
   - e. I want many books.

   Pattern: sentence 3, grammar section 1.4.
   - a. Please sing that song.
   - b. Please show me that book.
   - c. Please show me those new books.
   - d. Please send me those new books.
   - e. Please send me those new Bengali books.

3. Pattern: sentence 4.
   - a. Will you hear the song now?
   - b. Will you listen to the poetry now?
   - c. Will you buy the books in this shop?
   - d. Will you buy the books now?
   - e. Will you read the books afterwards?

4. Pattern: sentence 5.
   - a. No, I shall read this book now.
   - b. No, I shall read the poetry now.
   - c. No, I shall read the books here.
   - d. No, I shall read the books now.
   - e. Yes, I shall not read the books now.

Pattern: sentence 6.

a. Afterwards I shall listen to the song.

b. Afterwards I shall listen to the poetry.

c. Afterwards I shall take them.

d. Afterwards I shall buy them.

e. Afterwards I shall read them.

5. Pattern: sentence 7.

a. Will you pay for that book now?

b. Will you pay for that poetry book now?

c. Will you pay for those books now?

d. Will you pay for them now?

e. Will you pay for the Bengali books now?

6. Pattern: sentence 8.

a. No. Send it to my brother.

b. No. Send the book to my sister.

c. No. Send them to my father.

d. No. Send the books to my brother.

e. No. Send the books to me.

Pattern: sentence 9.

a. He will pay you.

b. She will pay you.

c. He will pay for the book (i.e., "he will give the price of the book").

d. He will pay for them.

e. I shall pay you afterwards.

7. Pattern. sentence 10.

a. No, please pay me now.

b. No, please pay us now.

c. No, let him pay now.

d. No, let him pay for them now.

e. No, please pay for them now.

8. Pattern: sentence 11.

a. All right. How much is it?

12. Pattern: sentence 17.
    - a. All right. How much will you sell these for?
    - b. All right. How much will you give those for?
    - c. All right. How much will you sell these books for?
    - d. All right. How much will you sell these pictures for?
    - e. All right. How much will you give me these books for?

13. Pattern: sentence 18.
    - a. I'll give these for ten rupees.
    - b. I'll give you those for seven rupees.
    - c. I'll give you these books for five rupees.
    - d. I'll give you those pictures for one rupee.
    - e. I'll give you those books for nine rupees.

14. Pattern: sentence 19, 20.
    - a. But there are only one hundred pages in those books. Why are they so expensive?
    - b. But there are only two pictures in them. Why are they so expensive?
    - c. But there are only two hundred pages in them. Why are they so expensive?
    - d. But there are two pictures here. Why are they so cheap?
    - e. But there are only three books here. Why are they so expensive?

15. Pattern: sentence 21.
    - a. There are many pictures in those books.
    - b. There are five hundred pages in them.
    - c. There are twenty pictures in them.
    - d. There are many pictures in this shop.
    - e. There are many pictures in those three books.

16. Pattern: sentence 22.
    - a. Will you give me the books for five rupees?
    - b. Will you give me them for four rupees?
    - c. Will you give me those books for three rupees?

b. All right. How much is the book?
c. All right. How much are the books?
d. All right. How much are they?
e. All right. How much are the Bengali books?

9. Pattern: sentence 12.
a. The price of that book is three rupees.
b. Its price is five rupees.
c. The price of these five books is ten rupees.
d. The price of those two books is four rupees.
e. Their price is thirty rupees.

10. Pattern: sentence 13.
a. That is too little.
b. That is too much.
c. That price is too much.
d. That price is too little.
e. That is too much.

Pattern. sentence 14.
a. Give me the book for four rupees.
b. Give it to me for three rupees.
c. Give the five books for five rupees.
d. Give them to me for six rupees.
e. Give them to me for ten rupees.

11. Pattern: sentence 15.
a. No. There are only two hundred pages in this book.
b. No. There are many pages in this book.
c. No, there are six hundred pages in these five books.
d. No, there are only two pictures in these books.
e. No, there are many pictures in these books.

Pattern. sentence 16.
a. I shall not sell it for such a large price.
b. I shall not give it to you for such a small price.
c. I shall not sell them for five rupees.
d. I shall not sell them for six rupees.
e. I shall not give them to you for such a small price.

d. Will you give me this one for two rupees?
e. Will you give me those three books for six rupees?

17. Pattern: sentence 23.
a. No, please look in another shop.
b. No, please look in another place.
c. No, please look in that shop.
d. Yes. Please look at these other pictures.
e. No. Please go to another shop.

Lesson VI, Part 4. Sentence Drill.

Drill 1.

--What do you want?

--I want a sari.

--For your wife?

--No, for my sister. Please show me those two red silk saris.

--These are very fine Murshidabad silk saris. Your sister will like them.

--This is not very good material. How much will you sell them for?

--Fifty rupees. But for you, I shall give them for thirty.

--That is too much. Give me the saris for twenty-five.

--All right. For you they are twenty-five. Please pay now.

--No, send the saris to my sister. I shall pay you later.

--No, sir, please pay me now, or I shall not give them to you.

--Then I shall not buy them. I am an honest man.

--But I am a poor man. I shall sell you these saris for such a small price and make no profit.

--Then I shall go to another shop.

--Yes, Please go.

Drill 2.

--How much will you sell these sandals for?

--I shall sell you the sandals for ten rupees, sir.

--That is too much.

--They are fine sandals, sir.

--They are very bad sandals. Please show me those Kashmiri shawls.

--I shall sell you this shawl for thirty rupees.

--The color is very dark. Have you any light-colored shawls?

--This one is exactly the color of ivory. Its price is fifty rupees.

--All right. I shall give you twenty-five.

--For forty I shall sell it, sir.

--All right. Send it to my brother. He will pay you.

--I shall send it to him. Please give me twenty rupees now.

--All right. You will become very rich.

--There will be no profit, sir. I am a poor man.

Lesson VI, Part 5. Substitution Vocabulary.

śari	sari
silk	silk
kapoṛ	cloth, material
śaheb	sir, gentleman
labh	profit
sɛndel	sandals
śal	shawl
hatirdat	ivory
roŋ	color
assa	all right, OK

bɛc-	sell
ken-	buy
śundor	fine, beautiful
śɔt	honest
gorib	poor
halka	light
ghɔno	dark
dhoni	rich
lal	red
pɔ̃ncaś	fifty
tiriś	thirty
pɔ̃cis	twenty-five
colliś	forty

Lesson VII. Part 1. Conversation.

	Translation and analysis	Bengali
1.	noun stem, "river"	nodi নদী
	noun stem, "bank"	d'ar ধার
	"bank of the river"	nodir d'ar নদীর ধার
	post-position, "from", preceding genitive optional	theika থেইকা
	"from the river-bank"	nodir d'arer theika নদীর ধারের থেইকা
	alternative stem of verb "come"; see grammar, section 3	ai-
	sign of simple past tense	-l- -ল-
	honorific verbal ending	-en -ে-ন
	"you came" (simple past)	apne ailen (aslen) আপনে আইলেন
A.	Mr. Karim, have you just come from the river bank?	korim saheb ' apne ki ɛkhon nodir d'ar theika ' ailen করিম সাহেব, আপনে কি এখন নদীর ধার থেইকা আইলেন
2.	"daily"	roz রোজ
	noun stem, "bank"	d'ar ধার
	locative case ending	-e -ে-
	"to/on the bank"	d'are ধারে
B.	Yes, I go to the river bank every day.	hɔ ' ami roz nodir d'are ' zai হ, আমি রোজ নদীর ধারে যাই

3.	A.	Why do you go?	A.	kɛn zan কেন জান
4.		verb stem, "walk"		hãṭ হাঁট
		verbal noun suffix		-a -া
		verbal noun, "walking"		hãṭa হাঁটা
	B.	Walking on the river bank is good.	B.	nodir d'are hãṭa b'ala নদীর ধারে হাঁটা বালা (ভাল)
5.		high stem of verb "buy"		kin- কিন-
	B.	And I buy fish every day.	B.	ar ami roz ' mas kini আর আমি রোজ মাছ কিনি
6.		high stem of verb "buy"		kin- কিন-
		sign of simple past tense		-l- -ল-
		honorific verbal ending		-en ে-ন
		"you bought" (simple past)		apne kinlen আপনে কিনলেন
	A.	Did you buy fish there today?	A.	apne ki aiz ' śeikhane mas kinlen আপনে কি আইজ সেইখানে মাছ কিনলেন
7.		name of a type of fish		rui mas রুই মাছ
		name of a type of fish		katla mas কাত
		high stem of verb "high"		kin- কিন
		sign of simple past		-l- -ল-

		1st person verbal ending for simple past tense		-am -াম
		"I bought (simple past)"		ami kinlam
	B.	Yes, I bought rui and katla fish.	**B.**	hɔ ' ami ' rui ar katla mas kinlam হ, আমি রুই আর কাতলা মাছ কিনলাম
8.		noun stem, "fisherman		zaila জাইলা
		objective case ending		-re -রে
		"(to) the fisherman"		zailare জাইলারে

Note: /zailare/ is the indirect object of the verb /dilen/; /dam/is the direct object of the verb.

		high stem of verb "give"		di- দি
		sign of simple past tense		-l- -ল-
		honorific verbal ending		-en -ে-ন
		"you gave (simple past)"		apne dilen আপনে দিলেন
	A.	How much did you pay the fisherman? (to-fisherman how-much price gave)	**A.**	zailare ' koto dam ' dilen জাইলারে কত দাম দিলেন
9.	**B.**	I gave the fisherman one rupee.	**B.**	ami zailare ' ɛk ṭaka dilam আমি জাইলারে এক টাকা দিলাম
10.		noun stem, "fish"		mas মাছ
		"very, quite"		beś বেশ
		adjective, "cheap"		śɔsta সস্তা

		adverb, "cheaply"		ṡɔstae সস্তায়
		stem of verb "get, acquire"		pa- পা
		"you got (simple past)"		apne pailen আপনে পাইলেন
	A.	You got the fish very cheaply.	A.	apnę ṃasgulo ' bes ṡɔstae ' pailen আপনে মাছগুলা বেশ সস্তায় পাইলেন
11.		verb stem, "come"		aś- আস-
		2nd person honorific imperative ending		-en -ে-ন
		"why don't you come," "please come"		aśen na আসেন না

Note: /na/ here does not have the force of a negative; see grammar, section 7.

		"together, in one group"		ɛklɔge একলগে
	B.	Yes. Why don't you come to our house; then we will eat together.	B.	hɔ ' amago baṛit asen na ' taiḷe ɛklɔge khamu হ, আমাগো বাড়ীত আসেন না, তাইলে একলগে খামু
12.	A.	All right. I shall come tonight.	A.	assa ' ami aiz rate asum (amu) আচ্ছা আমি আইজ রাতে আসুম
13.		"how much"		kɔ ক-
		qualifier (see grammar, section 6, for this usage).		-ṭa -টা

		noun stem, "time"		śomɔe সময়
		idiomatic usage: "at what time"		kɔṭar śomɔe কটার সময়
	B.	At what time will you come?	B.	apne ' kɔṭar somɔe ' aiben আপনে কটার সময় আইবেন (আসবেন)
14.		numeral "eight"		aṭ আট
		qualifier		-ṭa -টা
		"at eight o'clock"		aṭṭa baze
	A.	I shall come at eight o'clock.	A.	aṭṭa baze asum (amu) আটটা বাজে আসুম
15.		verb stem "come"		aś- আস-
		alternative verbal noun suffix		-ɔn- -অন-
		genitive case ending		-er -ে-র
		"of coming"		asɔner আসনের
		post-position, "before", governing preceding genitive		age আগে
		"before coming"		asɔner age আসনের আগে
		loan word, "telephone"		phon ফোন
		compound verb, "(to) telephone"		phon kɔr- ফোন কর-
		"(please) phone (future)"; for this use of the future imperative, which is identical in form with the simple future honorific, see grammar, section 4.2.		phon korben (koirem) ফোন করবেন (কইরেন)

	B.	All right. (Please) phone me before you come.	B.	assa ' aśɔner age ' amare phon korben (koiren) আচ্ছা আসনের আগে আমারে ফোন করবেন
16.		verb stem, "call"		ḍak- ডাক
		verbal noun suffix		-ɔn -অন-
		genitive case ending		-er -এর
		"of calling"		ḍakɔner
		post-position, "after", governing preceding genitive		pɔr পর
		"after calling"		ḍakɔner pɔr ডাকনের পর
	A.	All right. I shall come after calling you.	A.	assa ' apnare dakɔner pɔr ' ami asum আচ্ছা, আপনারে ডাকনের পর আমি আসুম
17.		post- position, "with", governing preceding genitive		sathe (lɔge) সাথে (লগে)
		"with you (honorific)"		apnar sathe (lɔge) আপনার সাথে
		Note that below, the pronoun is not stated.		
		noun stem, "wife"		bou বউ
		verb stem, "bring, fetch"		an- আন-
	B.	Will you bring your wife with you?	B.	śathe ' apnar boure anben ki সাথে আপনার বউরে আনবেন কি

18.		Note: for this usage of the future tense, see grammar, 4.1.		
	A.	She is going to her sister's house.	A.	sɛe ' tar boiner baṛit ' zaibo সে তার বইনের বাড়ীত যাইব
19.		"so, therefore"		tai তাই
		verb stem, "bring"		an- আন
		verbal noun suffix		-a -া
		verbal noun, "bringing"		ana আনা
		Note that the verbal noun, like other verbal forms, can take an object. /take/ in this sentence is the object of the verbal noun /ana/.		
		"possible"		śɔmbhɔb সম্ভব
	A.	So it won't be possible to bring her. (i.e., Bringing her will not be possible).	A.	tai ' tare ana ' śɔmbhɔb hoibo na তাই তারে আনা সম্ভব হইব না
20.		"then, in that case"		taile তাইলে
		"sons" (objective case plural)		polago পোলাগো
	B.	Then will you bring your sons?	B.	taile ' apn̤ar polago ' anben ki তাইলে আপনার পোলাগো আনবেন কি

21.	PAP of verb /ne-/, "take"	nia নিয়া
	verb stem, "go"	za যা
	compound verb stem "take from this place to that)"	nia za নিয়া যা
	alternative verbal noun suffix (see grammar, section 2.2.)	-oa -ওয়া
	verbal noun, "going"	zaoa যাওয়া
	"difficult"	śɔkto শক্ত
	A. It will be difficult to take them (i.e., Taking them will be difficult).	A. tago nia zaoa ' sɔkto hoibo তাগো নিয়া যাওয়া শক্ত হইব
22.	verb stem, "sleep"	ghuma- ঘুমা-
	A. They will be sleeping tonight.	A. tara ' rate ghumaibo তারা রাতে ঘুমাইব

Lesson VII, Part 2. Grammar.

1. Review the formation of the simple past tense: Lesson V, grammar section 2.

2. The formation and usage of verb nouns (sentences 4, 15, 16, 19, and 21).

2.1. Verbal nouns are formed by the addition of one of the suffixes /a/, /ba/, /oa/, /ano/ or /on/ (which will be dealt with in a later lesson) to the simple stem of the verb. To the verbal noun suffix is added the inflectional case ending, if any. A verbal noun can be inflected for all four cases, as any other noun.

Stem	Verbal noun suffix	Inflected Forms
bɔl- ("speak") (kɔ-)	-a, -on	bɔla, bɔlon (kɔon) bɔlar (bɔlare- rare) bɔlate
bɔl- ("speak")	-ba, -on	bolba--occurs as bound form bɔlbar
pa- ("get")	-oa, -on	paon paoner (paoare- rare) paoate, paone
pa-("get")	-iba	paiba--bound form paibar

2.2. The use of the suffixes /a/, /oa/ and /on/ depends upon the shape of the verb stem. When the stem shape is Ca-, the suffix is /oa/ or /-on/.

zaon	"going"
paoa	"getting"
dɛon, dɛoa	"giving"

When the stem has the shape CVC-, the suffix is /a/:

kena	"buying"
pɔra	"reading"

The suffix /-on/ is, however, generally added to stems of these shapes:

zaon kinon

paon pɔṛon

dɛon, etc.

2.3. The verbal noun suffix /-ba/ is frequently used with stems of all shape when the noun is in the genitive case. When the stem is of CV- shape, /-i-/ is added to /-ba/. /-on/ is alsc used in the gênitive.

zaibar age ḍakum	I shall call before going.
eiṭa kinbar pɔre ami aśum	I shall come after buying this.

2.4. The verbal noun suffix is usually translatable by the English verbal noun suffix "-iʌg":

baŋla bɔla' śɔkto	Speaking Bengali is difficult.
śeikhane zaon ' ɔśɔmbhɔb	Going there is impossible.
eiṭa paon śoza hoibo	Getting it will be easy.

2.5. The verbal noun can take an object, as can any other verbal form; in the second example in 2.3., the object of the verbal noun is /eiṭa/.

2.6. A verbal noun is used in Bengali in some cases in which an infinitive can be used in English:

seikhane zaon ' śɔmbhob na	To go there is impossible. Going there is impossible.

2.6.1. Note that in English, the "infinitive" has two separate functions; though in both functions the form is the same, there is a difference in functional characteristics. Take the two examples:

To study is a good thing.

I have to study now.

In the first of these two examples, "to study" is the subject of the sentence; it functions as a noun. In the second example, the function of "to study" is in relation to the verb "have". In the first example, "to study" can be replaced by "studying", with no change of meaning. In this first example, then, "to study" functions as a verbal noun, and must be translated by one in Bengali. Thus:

pɔra ' b'ala ziniś	To study is a good thing. Or: Studying is a good thing.

3. The verb /aś-/, "come" (sentence 1):

3.1. The verb /aś-/ is an irregular verb, having the two stems /aś-/ and /ai-/. The stem /ai-/ occurs in the present ordinary imperative /aiśo/, and in free variation with /aś-/ in the simple past. Thus:

aślam	ailam
aśla	aila
aśli	aili
aślen	ailen
aślo	ailo
aślen	ailen

Like other verbs with /a/ vowel stems, /aś/ retains its low stem in the simple future.

4. Uses of the future (sentences 15, 18):

4.1. In Bengali the simple future tense may be used for any action which will take place, regardless of what tense occurs in the English.

śɛe śeikhane [illegible]bo	He will go there. He is going there (in the future).

4.2. The future honorific imperative is identical in form with the simple future honorific. When the imperative is signified, the personal pronoun is usually omitted.

apne zaiben	You will go. (you--honorific.)
zaien	(Please) go (in the future).

5. As in sentences 3 and 17, the personal pronoun can frequently be omitted, when the reference is clear from context. When such a pronoun is the subject of a verb and is omitted, the person of the subject will of course be indicated by the

personal ending of the verb. The number of the subject, however, will not be clear. Therefore take care, in the omission of a pronoun subject, that there is no confusion between, say, 2nd and 3rd person honorific, or as to the number of the subject.

6. Use of the qualifier /-ṭa/ as in sentences 13 and 14. Refer to Lesson III, grammar section 2.2: qualifiers are added to numerals and other adjectives of quantity when accompanied by a noun.

7. Use of /na/, as in sentence 11.

When used with a present imperative form, /na/ does not have the force of a negative, but as a polite request, "why don't you...". Examples:

apne ašen na	Why don't you come; please come.
apne khan na	Why don't you eat; please eat.

8. Form all possible Bengali sentences:

Subj.	Indirect Obj.	Interr.	Verbal Modifiers	Direct Obj.	Verb
rohim	zailare	ki	roz	mas- (gula)	aɛ́
ami	amare		aiz	eiṭa	za-
apne	tare		ɛkhɔn	śeiṭa	kiṅ-
tumi	amago		raite		ne-
śɛe	togo		kɔeṭar śomɔe	ṭaka	an-
tain	tomago		nodir dhar(er) theika	ɛto	de-
tara	maiyare		śɔhorer kase		
			śeikhane		

Lesson VII, part 3. Patterns.

1. Pattern: sentence 1.
    a. Rohim, have you just come from the city?
    b. Rohim, has he (ord.) just come from the city?
    c. Rohim, has he (hon.) just gone to the city?
    d. Rohim, has he(hon.) just gone to the river bank?
    e. Rohim, has he (ord.) just come from the store?

2. Pattern: sentence 2.
    a. Yes, I go to the city every day.
    b. Yes, he comes from the city every day.
    c. Yes, he goes to the city every day.
    d. Yes, he walks on the river bank every day.
    e. Yes, he goes to the store every day.

3. Pattern: sentence 3.
    a. Why do you go?
    b. Why does he (ord.) come?
    c. Why does he (hon.) go?
    d. Why does he (hon.) walk?
    e. Why does he (ord.) go?

4. Pattern: sentence 4.
    a. Going to the city is fun.
    b. Coming here is easy.
    c. Buying there is easy.
    d. Walking there is good.
    e. Going to the store is fun.

5. Pattern: sentence 6.
    a. Did you buy things there today?
    b. Did he buy food here today?
    c. Did he buy books there today?
    d. Did he eat there today?
    e. Did he walk there today?

6. Pattern: sentence 7.
   a. Yes, I bought cloth and sandals.
   b. Yes, he bought rice and sweets.
   c. Yes, he bought poetry and history books.
   d. Yes, he ate fish and rice today.
   e. Yes, he took his clothes there today.

7. Pattern: sentence 8.
   a. How much did you pay the weaver?
   b. How much did he pay the sweet-maker?
   c. How much did he pay the grocer?
   d. How much did you pay the fisherman?
   e. How much did he pay the washerman?

8. Pattern: sentence 9.
   a. I gave the weaver ten rupees.
   b. He paid him three rupees.
   c. He paid him twenty rupees.
   d. He paid the fisherman two rupees.
   e. He paid the washerman five rupees.

9. Pattern: sentence 10.
   a. You got the cloth very cheaply.
   b. You got the sweets very cheaply.
   c. You got the books very cheaply.
   d. He did not get the fish very cheaply.
   e. He did not give the washerman very much.

10. Pattern: sentence 11.
   a. Yes. Please come to my house and see the cloth.
   b. Yes. Please come to his house and eat the sweets.
   c. Yes. Please come to his house and read the books.
   d. Yes. Please come to his house and eat the fish.
   e. No. Please go to the washerman's house and give him ten rupees.

11. Pattern: sentence 12.
    a. All right. I shall come tomorrow.
    b. All right. We shall go this evening.
    c. All right. We shall go tomorrow evening.
    d. All right. I shall go tonight.
    e. All right. I shall go afterwards.

12. Pattern: sentence 13.
    a. At what time will you come?
    b. At what time shall we go?
    c. At what time tomorrow shall we go?
    d. At what time tonight shall we go?
    e. At what time will you go?

13. Pattern: sentence 14.
    a. I shall come at five o'clock.
    b. We shall go at six o'clock.
    c. We shall go at seven o'clock.
    d. We shall go at nine o'clock.
    e. I shall go at ten o'clock.

14. Pattern: sentence 15.
    a. All right. (Please) call me before you come.
    b. All right (Please) call me before we go.
    c. All right. (Please) call him before we go.
    d. All right. (Please) tell me before we go.
    e. All right. (Please) call me before you see him.

15. Pattern: sentence 16.
    a. All right. I shall come after calling you.
    b. All right. We shall go after my calling you.
    c. All right. We shall go after my calling him.
    d. All right. We shall go after my telling you.
    e. All right. I shall see him after calling you.

16. Pattern: sentence 17.
    a. Will you bring your sister with you?
    b. Shall we bring our wives with us?
    c. Shall I bring my brother with me?
    d. Shall we bring our friends with us?
    e. Will you bring your son with you?

17. Pattern: sentence 18.
    a. No, I won't bring her. She is going to her friend's house.
    b. No, we won't bring them. They are going to a friend's house.
    c. No, you won't bring him. He is going to his friend's house.
    d. No, we won't bring them. They are going to Rohim's house.
    e. No, I won't bring him. He is going to Laila's house.

Pattern: sentence 19.
    a. So, it won't be possible to bring her.
    b. So, it won't be possible to bring them.
    c. So, it won't be possible to bring him.
    d. So, it won't be possible to bring Rohim.
    e. So, it won't be possible to bring Laila.

18. Pattern: sentence 20.
    a. Then will you bring your brother?
    b. Then will they bring their friend?
    c. Then will we bring his friend?
    d. Then will we bring our children?
    e. Then will you bring your daughter?

19. Pattern: sentence 21.
    a. No, it will be difficult to bring him.
    b. No, it will be difficult to bring their friend.

c. No, it will not be possible to bring him.
d. No, it will not be possible to bring them.
e. No, it will be difficult to bring her.

Pattern: sentence 22.
a. He will be studying in the evening.
b. Their friend will be sleeping in the evening.
c. He will be going home in the evening.
d. They will be sleeping in the evening.
e. She will be working in the evening.

Lesson VII, part 4. Sentence Drill.

Drill 1

--Hello, Rohim. Is Mr. Zaman at home?

--Yes, sir. He came in a little while ago. (Please) come in the house.

--Will you tell him that I am here?

--Yes sir. I shall call him.

--Hello, Zaman!

--Hello, Anis. Why are you in Dacca?

--I arrived this morning; I have some work outside the city. I have brought some sondes for your children.

--Fine. Will you come and eat with us this evening?

--All right. What time?

--At eight sharp. Is your wife with you?

--No, but my three sons are at the station.

--Good. Will you bring them with you?

--No, they are going (i.e., will go) to their friends' house tonight.

--How long will you be here?

--I leave tomorrow. Will you come with me to Rohim's house?

--When are you going?

--Right now.

--No, I just came from the university, and I'm very tired. I'll see you tonight.

--All right. See you later.

Drill 2

--Where have you just come from?

--I have just come from the tank. It is beautiful there in the evening.

--Do you have business (i.e.,'work') there?

--No, It is beautiful; that's why I go there every evening.

--What is that in your hand?

--It's a garland. I just bought it from a man on the side of the road.

--To whom will you give it?

--I shall give it to my sister. She is coming to my house tomorrow morning.

--Will she stay with you long?

--She will leave before tomorrow night. She lives outside the city.

--I shall come and see her. Will her children be with her?

--No, her children are at home. Come at six tomorrow evening.

--Good. I'll see you then.

Lesson VII, part 5. Vocabulary.

śɔkal	morning
bikal	afternoon
sɔndha, sɔndha bɛla	evening
śɔndeś	type of Bengali sweet.
mala	garland
hat	hand
mɔja	fun
tati	weaver
mɔera	sweet-maker
mudi	grocer
dhopa	washerman
ṭhik	exactly
klanto	tired
sathe, lɔge	with
jonno, laiga	for, for the sake of
theika	from (place)
kas theika	from (person)
bhitore	within
baire	outside

Expressions of time:

kisukkhɔn	a little time, a little while
kɔtokkhɔn	how much time, how long(when the answer is expected to be in terms of a short while--i.e., minutes or hours).
ɔnekkhɔn	much time, a long time (in terms of minutes or hours).
kisu din	a few days
kɔto din	how long (when the answer is expected to be in terms of days or weeks).
ɔnek din	a long time (not necessarily literally "many days").
kɔkhon	when, at what time.
kɔbe	when, on what day
kɔetar śomɔe	at what time, at what hour
ekṭu age	a little while ago

Idioms:

dɛkha hoiba	See you later (lit. "seeing will be").
dɛkha korum	See you later (lit. "seeing (I) shall make").

The full forms of these idiomatic expressions are;

apner lɔge dɛkha hoibo
apner lɔge dɛkha korum

In the first of them, the subject of the sentence is the verbal noun /dɛkha/--therefore, the verb is in the third person and is the inactive verb /hɔ-/. The subject of the second is the pronoun /ami/, and the verb is the active /kɔr-/--the subject of the sentence is actively bringing the "seeing" about.

Lesson VIII, Part 1. Conversation

	Translation and analysis.	Bengali
1.	"when, on what day, after how long"	kobe কবে
	noun stem, "East Pakistan"	"Purbo Pakistan
	A. Rohim, when are you going to East Pakistan?	A. rohim ' tumi kobe ' Purbo Pakistane zaiba রহিম তুমি কবে পূর্ব্ব পাকিস্তানে যাইবা
2.	noun stem, name of a Bengali month--April-May	boiśakh বৈশাখ
	noun stem, "end"	śeś শেষ
	B. I shall go at the end of Boisakh.	B. ami ' boiśakher śeśe zamu আমি বৈশাখের শেষে যামু
3.	inflectional stem of interrogative pronoun "who"	ka- কা-
	objective case suffix	-re -রে
	"whom" (objective)	kare কারে
	stem of verb /ne-/, "take"	ni- নি-
	past active participial ending (see grammar, section 1).	-a -য়া
	"taking, having taken"	nia নিয়া

A.	Whom will you take with you?	A. tomar lɔge ' kare nia zaiba তোমার লগে কারে নিয়া যাইবা
4.	noun stem, "wife"	bou বউ

Note that the objective case suffix is attached to the last member of the series /bou ... selere/.

B.	I shall take my wife and little boy.	B. ami ' amar bou ' ar sodo selere ' nia zamu. আমি আমার বউ আর ছোট ছেলেরে নিয়া যামু
5.	noun stem, "road, way, path"	pɔth (pɔt) পথ
	"on the road, on the way"	pɔthe পথে
	"where"	kothae কোথায়
	"what various places" For this type of reduplication, see grammar, section 2.	kothae kothae কোথায় কোথায়
	high stem of verb /ghur/ "turn around, spin around"	ghur- ঘুর-
	past active participipial ending	-a -া
	"having turned around"	ghuira ঘুইরা
	compound verb, "visit"	ghuira za- ঘুইরা যা
A.	What various places will you visit on the way? (you way-on where where turning about go-will)	A. tumi pɔthe ' kothae kothae ' ghuira zaiba তুমি পথে কোথায় কোথায় ঘুইরা যাইবা

6.		name of city		lɔnḍon লণ্ডন
	B.	Having visited London, I shall go to Dacca. (I London-in turning-around Dacca-to shall-go)	B.	ami,lɔnḍon ghuira ' d aka' zamu আমি লণ্ডন ঘুইরা ঢাকা যামু
7.		alternative stem of verb /za-/, "go" -- see grammar, section 3.		za-(gi) যা-(গি)
		past active participle ending		-ia, -a -ইয়া, -য়া
		"going, have gone"		zaia (gia) যাইয়া (গিয়া)
	A.	What will you study when you get to Dacca?	A.	tumi d'akae zaia ' ki porba তুমি ঢাকায় যাইয়া কি পড়বা
8.	B.	When I go to Dacca, I shall study Bengali.	B.	d'akae zaia ' ami baŋla porum ঢাকায় যাইয়া আমি বাংলা পড়ুম
9.		"again"		abar আবার
		high stem of verb, /pher/ "turn, return"		phir ফির্
		past active participial ending		-a -া
		"returning, having returned"		phira ফিরা
		compound verb, "return from there to here)"		phira aś- ফিরা আস-
	A.	When will you come back again to this country?	A.	abar kɔbe ' ei deśe ' phira aśba আবার কবে এই দেশে ফিরা আসবা

10.		noun stem, "year"		bɔchor বছর
		post-position, "after" (preceding genitive optional)		pɔr পর
		compound verb, "return (from here to there)"		phira za ফিরা যা
		noun stem, "Bengal"		baŋla deś বাংলা দেশ
	B.	After two years. When will you go back to Bengal?	**B.**	dui bɔchor pɔr ' tumi kɔbe ' baŋla deśe ' phira zaiba দুই বছর পর। তুমি কবে বাংলা দেশে ফিরা যাইবা
11.		loan word, "degree"		ḍigri ডিগ্রী
		emphatic particle, "soon"		-i -ই
		Note: for this usage of the term /deś/, see grammar, section 4.		
	A.	I shall return to the country soon after taking my degree.	**A.**	ami ,ḍigriṭa niai' deśe phira zamu আমি ডিগ্রীটা নিয়াই দেশে ফিরা যামু
12.		"which"		kon কোন
		"which (various)"		kon kon কোন কোন
		"seeing, having seen"		deikha দেইখ্যা
	B.	What various places will you see on the way home? (you way-on which which place seeing country-to-return-with)	**B.**	tumi pɔthe ' kon kon jaega deikha deśe phirba তুমি পথে কোন কোন জায়গা দেইখ্যা দেশে ফিরবা

13.		noun stem, "Europe"		iurop ইউরোপ
		stem of verb /bɛra/, "wander about"		beṛi-
		"wandering about, having wandered about"		bɛraia বেড়াইয়া
	A.	I also shall wander about Europe and then return home. (I also Europe-in having-wandered-about home returning shall-go)	A.	ami o ' iurop bɛraia ' baṛi phira zamu আমিও ইউরোপ বেড়াইয়া বাড়ী ফিরা যামু
14.		"from", post-position, preceding optional genitive		theika থেইকা
		loan word, "camera"		kɛmera ক্যামেরা
		"for me"		amar laiga আমার লাইগা
		PAP, "taking, having taken"		nia নিয়া
		compound verb, "bring" (lit., "having taken come")		nia aś নিয়া আস
	B.	Will you bring me a camera from Europe?	B.	tumi ki ' amar laiga iurop theika ' ɛkṭa kɛmera nia ásba তুমি কি আমার লাইগা ইউরোপ থেইকা একটা ক্যামেরা নিয়া আসবা
15.		stem of verb /an-/ "bring, fetch"		an- আন-
		"bringing, having brought"		aira আইনা
		"I shall give", alternative forms		dimu দিমু
	A.	Yes, I shall bring one (for you). What priced camera do you want?	A.	hɔ'aina dimu ' kɔto damer ' kɛmera cao হ, আইনা দিমু। কত দামের ক্যামেরা চাও

16.		negative verb stem, "be not"	nɔ- ন
		"twenty"	biś বিশ
		high stem of verb "buy"	kin- কিন্-
		"buying, having bought"	kina কিনা
	B.	Not very expensive. Buy one for twenty rupees and bring it.	**B.** beśị damer na ' biś ṭaka dia' ɛkṭa kɛmẹra kina ' ṅia aiśo বেশী দামের না। বিশ টাকা দিয়া একটা ক্যামেরা কিনা নিয়া আইসো।
17.		quickly, immediately	taratari তাড়াতাড়ি
	A.	Do you want the camera right away?	**A.** tumi ki ' kɛmeraṭa taratari c̄ao. তুমি কি ক্যামেরাটা তাড়াতাড়ি চাও
18.		genitive verbal noun, "of coming"	aśoner আসনের
		noun stem, "time" or "at the time"	śomɔe সময়
		"at the time of coming, when (you) come"	aśoner śomɔe আসনের সময়
	B.	No, bring it with you when you come.	**B.** na ' aśoner śomɔe ' tomar lɔge ' nia aiśo না, আসনের সময় তোমার লগে নিয়া আইসো

Lesson VIII, Part 2. Derivative Grammar.

1. Formation and usage of the past active participle.

1.1. The past active participle is formed by the addition of the suffix /-a/ to the high stem of the verb.*

Stem	Past Active Participle	Translation
ken-	kin-a	buying, having bought
khɛl-	kheila	playing, having played
śon-	śuin-a	hearing, having heard
kɔr-	koir-a	doing, having done
zan-	zain-a	knowing, having known
de-	di-a	giving, having given
pa-	paia	received, having received

1.2. There are large numbers of what might be called compound verbs in Bengali; these compound verbs are made up, in some cases, of a non-finite verbal form (here a past active participle) plus an inflected or finite verbal form. The semantic signalling of these compounds is often clear. We have, for example, in sentence 3, the compound /nia za-/ "taking (or 'having taken'), go"; i.e., "take away". In other cases, as will be seen later, the meaning is not very clear. It is therefore wise to consider these compound verbs for the present as a verbal unit, rather than as a cluster of two or more separate verbal units. The verb "take" will thus be considered as /nia za-/, rather than as /nia/ plus an "auxiliary verb"; the verb "wander about", as in sentence 5, will be considered as /ghuira za-), rather than /ghuira/ plus an auxiliary.

---

* Except for verbs having /e/ in the stem, which changes to /i/ in the high stem, an extra /i/ is added in after the first vowel.

1.3. The past active participle is frequently used in sequences of thought, to avoid a series of verbs connected by "and". An example is in sentence 6, which could be translated, "I shall visit London, and (then) I shall go to Dacca." When used in this way, and not as an element of a compound verb, the past active participle marks the end of a clause and of a breath-group.

1.4. Note carefully that this sequential type of construction can be used *only* when the subjects of all clauses are the same. Thus, you can say:

d'aka zaia ' ɛkṭa boi likhbo	When he goes to Dacca, he will write a book.

This type of construction could *not* be used to express:

When I go to Dacca, *he* will write a book.

There must be one *inflected* verb for each subject in the sentence.

2. Repetition of a word, as in sentence 5, gives either a distributive or intensive meaning. In sentence 5, the meaning is distributive, i.e., "what different or various places". Other examples might be: /din din/, "daily, day after day, every day"; /bɔne bɔne/, "throughout the forests, in all the parts of the forest."

3. The irregular verb /za-/, "go", as in sentence 7.

The verb /za-/ is regualr, within its class of vowel-stem verbs in /a/, for the simple present and simple future, i.e., /ami zai/ "I go", and /ami zamu/ "I shall go", etc. In the simple past and in the past active participle forms, there are alternative stems. A paradigm of the simple past is:

ami gɛlam
tumi gɛla
tui geli
apne gɛlen

tain gɛlen

The stem for the past active participle is /zai/. Therefore, /zaia/, "going, having gone". /ghia/ is also frequently used.

4. The term /deś/ has several meanings in Bengali. A Bengal villager may mean by it his village and the countryside he knows well. A sophisticated Bengali may mean by it all India. The meaning of the term varies according to the sophistication of the speaker, and the place where he is when he is speaking. A Bengali in the United States might mean by /deś/ Pakistan; a Bengali in Karachi might refer to East Pakistan; a Bengali villager might refer to his village. In this sense, it is used much like the English "home."

5. Form all possible Bengali sentences:

Subject	Verbal Modifier	Verb$_1$	Verbal Modifier	Verb$_2$
ami	lɔnḍon	ghuira	d'akae	aś
amra	pɛris	zaia	śɔhore	za-
tumi	kothae	deikha	barit	
tomra	kothae kothae			
apne	śeikhane			
apnara				
	Direct Object		Direct Object	
	eiṭa	nia	eiṭa	nia aś-
	oiṭa	kina	oiṭa	nia za-
	cɔppol	deikha	boigula	phira za-
	śariṭa	zaia		deikha pher-
				kina an-

Lesson VIII, Part 3. Patterns.

1. Pattern: sentence 1.
   a. When will you go back to Pakistan?
   b. When will you go back to Bengal?
   c. When will you come back to Pakistan?
   d. When will you come back here?
   e. When will he come back here?

2. Pattern: sentence 2.
   a. I shall go at the end of Caitro (coittro).
   b. I shall go at the beginning of Asarh (aśar).
   c. I shall come back at the end of Phalgun (phalgun).
   d. I shall come back at the end of the month.
   e. He will come back here at the end of the week.

3. Pattern: sentence 3.
   a. Whom will you take with you?
   b. What will you take with you?
   c. Whom will you bring with you?
   d· What will you bring with you?
   e. Whom will he bring with him?

4. Pattern: sentence 4.
   a. I shall take my wife.
   b. I shall take my clothes with me.
   c. I shall take my children with me.
   d. I shall take my books with me.
   e. He will bring his brother with him.

5. Pattern: sentence 5, 12.
   a. What (various) countries will you visit on the way?
   b. What (various) cities will you visit on the way?
   c. What (various) places will you visit on the way?

d. What (various) shops will you visit on the way?
e. What (various) places will he visit on the way?

6. Pattern: sentence 6. (Use PAP).
   a. Having visited Europe, I shall go to Pakistan.
   b. Having visited London, I shall go back to East Pakistan.
   c. Having visited Paris, we shall go back to East Pakistan.
   d. Having visited the book shops, I shall come back here.
   e. Having visited Dacca, they will come back here.

7. Pattern: sentence 7 (use PAP, though other constructions are possible).
   a. What will you do when you go to Pakistan?
   b. What will you do when you go back to East Pakistan?
   c. What will you do when you come back to East Pakistan?
   d. What will you do when you come back here?
   e. What will they do when they come back here?

8. Pattern; sentence 8 (use PAP).
   a. When I go back to Pakistan, I shall write a book.
   b. When I go back to East Pakistan, I shall buy a sari.
   c. When I come back to East Pakistan, I shall study Bengali.
   d. When I come back here, I shall call you.
   e. When they come back here, they will call us.

9. Pattern: sentence 9.
   a. When will you come back?
   b. When will you come back to East Pakistan?
   c. When will you go back?
   d. When will you come back home?
   e. When will we come back here?

10. Pattern: sentence 11 (use PAP).
    a. I shall return after taking my degree.
    b. I shall return to Bengal after taking my degree.

c. I shall go back after finishing my work.

d. I shall come back after buying the books.

e. We shall come back after buying the cloth.

11. Pattern: sentence 13.

a. I shall wander in many countries on the way and then return home.

b. I shall wander in many places on the way and then return home.

c. I shall wander in various cities and then return home.

d. I shall wander in many shops and then return home.

e. We also shall wander in many places and then return home.

12. Pattern: sentence 14.

a. Will you bring me books from Europe?

b. Will you bring me cloth from London?

c. Will you bring me sandals from Karachi?

d. Will you bring me sweets from the shop?

e. Will we bring them a sari from the shop?

13. Pattern: sentence 15.

a. Yes, I shall bring (one). What priced books do you want?

b. Yes, I shall bring (some). What priced cloth do you want?

c. Yes, I shall bring (some). What priced sandals do you want?

d. Yes, I shall bring (some). What priced sweets do you want?

e. Yes, we shall bring (one). What priced sari does she want?

14. Pattern: sentence 16.

a. Buy some for fifty rupees and bring them.

b. Buy the cloth for twenty rupees and bring it.

c. Buy the sandals for ten rupees and bring them.

d. Buy the sweets for five rupees and bring them.

e. Buy one for thirty rupees and bring it.

15. Pattern: sentences 17, 18.

a. I do not want them right away. Bring them with you when you come.

b. I do not want it right away. Bring it with you when you come.

c. I do not want them right away. Take them with you when you go.

d. I do not want them right away. I shall eat them when I come.

e. She does not want it right away. She will wear it when she goes.

Lesson VIII, Part 4. Drills.

Note: Use compound verb forms wherever possible.

Drill 1.

--Rohim, are you going back to Dacca soon?

--Yes, I shall be going there at the end of next month.

--Will you stop at many places on the way?

--Yes, I shall visit Karachi and Lahore on my way.

--Will you take your family with you?

--No, not this time. I shall go alone.

--Do you know how long you will be staying in Dacca?

--About two weeks.

--Will you study when you have reached Dacca?

--Yes, I shall write a book.

--Will you do me a favor?

--What favor shall I do for you?

--Will you bring me a sari and sandals from Dacca?

--Yes, I shall bring them. What price sari do you want?

--Not very expensive. Buy a sari for thirty rupees and sandals for ten.

--Do you want the sari right away?

--No, bring it with you when you come.

Drill 2.

--I'll go home now. But I'll come back tonight.

--Will you stop on the way home and give this to Salam?

--Yes, I'll stop there on the way. Where does he live?

--Get off of the bus at the corner of Azimpur Road and go to to the third house on the left. (or: "get down from the bus")

--All right. I won't get lost. Where shall I catch the bus? (or: "get up on the bus?")

--In front of the house.

--All right. What shall I take for him?

--Take this watch for him. I brought it for him from America.

--How much did it cost?

--I got it for thirty dollars.

--It is a nice watch. What did you bring for me?

--Nothing. Why do you keep sitting there? Go along.

--All right. I'll come back and see you tonight.

Lesson VIII, Part 5. Substitution Vocabulary.

śɔŋśar	family	harie za-	get lost (/hara-/ "lose")
upokar	favor, help	naima aś-	get down (/nam-/ "descent")
ghoṛi	watch	boiśa thak-	remain sitting (/bɔs-/ "sit")
moṛ	corner, conjunction		

mas	month		
ekhoni	right away	nia aś-	bring (/ne-/ "take")
beṛal	cat		
ɛka	alone	lekh-	write
ebar	this time	dhɔr-	catch
bã dik	left (side)	por-	wear
		śamne	in front of-- post position with genitive
zama kapoṛ	clothes		
		tham	stop
		śuru kɔr	begin

Bengali months:

boiśak	April-May
jośṭi, joiśtho	May-June
aśar	June-July
śrabon, śaon	July-August
bhaddro	August-September
aśśin	September-October
kattik	October-November
ɔgghran, ɔgrohaon	November-December
poś, pouś	December-January
magh, (mag)	January-February
phalgun	February-March
coit, coittro	March-April

Lesson IX, part 1. Conversation.

		Translation and Analysis		Bengali
1.		proper name		salma সালমা
		noun stem, "necessity"		dorkar দরকার
		"there is"		ase আছে
	A.	Salma, is it necessary for you to go home now? (Salma your now house-to going-of necessity there-is?)	A.	Salma ' tomar ɛkhon ' barit zaoner ' dorkar ase ki সালমা তোমার এখন বাড়ীত যাওনের দরকার আছে কি
2.		emphatic suffix		-i -ই
		"right now, right away"		ɛkhoni এখনই

Note: the locative suffix on /bari/ is optional in this context.

	B.	Yes, I have to go home right away. (yes my now--emphatic--house going-of necessity there-is)	B.	hɔ ' amar ɛkhoni ' bari zaoner ' dorkar ase হ, আমার এখনি বাড়ী যাওনের দরকার আছে
3.		stem of verb "go"		za- যা-
		past active participial ending		-ia -ইয়া
		"going, have gone"		zaia যাইয়া
	A.	When you go home, what will you do? (you home having-gone what will-do) (i.e., "what's the point of your going home?)	A.	tumi bari zaia ' ki korba তুমি বাড়ী যাইয়া কি করবা
4.		"much, many"		ɔnek অনেক

		noun stem, "work" (singular)		kaz কাজ
		"much work, many jobs"		ɔnek kaz অনেক কাজ
	B.	I have a lot of work.	**B.**	amar ' ɔnek kaz ase আমার অনেক কাজ আছে
5.		"that"		śei সেই
		plural inanimate suffix		-gula গুলা
		"those"		śeigula সেইগুলা

Note that /ɔnek kaz/ in sentence 4 is a plural formation, though functioning as singular in English.

		noun stem, "end, finish"		śeś শেষ
		compound verb, "finish"		śeś kɔr- শেষ কর
	B.	When I go home, I shall finish that.	**B.**	baṛi zaia ' śeigula śeś korum বাড়ী যাইয়া সেইগুলা শেষ করুম
6.		again		'abar আবার
		verb stem, "return"		pher- ফের-
		PAP, "returning, having returned"		phira ফিরা
		compound verb, "returning come, return here"		phira as- ফিরা আস
	A.	Will you come back here again?	**A.**	tumi ki eikhane ' ɔbar phira asba তুমি কি এইখানে আবার ফিরা আসবা
7.	**B.**	No, I won't come back here today.	**B.**	na ' eikhane aiz ' phira asum na না এইখানে আইজ ফিরা আসুম না

8.		"once more"		ɛkbar একবার
	A.	When you finish your work, will you meet me once more?	A.	tumi ki ' kaz śeś koira ' amar lɔge ɛkbar dɛkha korba তুমি কি কাজ শেষ কইরা আমার লগে একবার দেখা করবা
9.	B.	No, I won't be able to see you again today. (no you with today again seeing doing possible will-be not)	B.	na ' tomar lɔge ' aiz abar ' dɛkha kɔron' ṡɔmbhɔb hoibo na না তোমার লগে আইজ আবার দেখা করন সম্ভব হইব না
10.		noun stem "time"		śɔmɔe সময়
		compound verb, "get time, find time"		śomɔe kɔr- সময় কর-
	A.	Can't you find a little time today? (today of-you little time making possible will-be not?)	A.	ai̯z tomar ' ɛkṭu̯ somɔe kɔron ' sɔmbhɔb hɔibo na আইজ তোমার একটু সময় করন সম্ভব হইব না
11.	B.	Why? Is there some need?	B.	kɛn ' kichu dɔrkar ase কেন কিছু দরকার আছে
12.	A.	Yes, there is some need.	A.	hɔ ' ɛkṭu dɔrkar ase হ, একটু দরকার আছে
13.	B.	OK, in that case I'll come back tonight.	B.	assa ' taile ' a̯mi rate ' phira asum আচ্ছা তাইলে আমি রাতে ফিরা আসুম

14.	2nd person ordinary imperative stem of/as-/, "come"	ais আইস
	"come!" (2nd ordinary imperative)	aiso আইসো
A.	No, come back when you have finished your work.	A. na' ,tumi ' tomar kaz seś koira ' phira aiso না তুমি তোমার কাজ শেষ কইরা ফিরা আইস
15.	proper name (m.)	rohim রহিম
B.	Look, I have to meet Rohim today. (look today Rohim-with my seeing doing-of necessity there-is)	B. dɛkho ' aiz rohimer sathe amar dɛkha kɔroner dɔrkar-ase দেখ আইজ রহিমের সাথে আমার দেখা করনের আছে
16.	verb stem, "learn"	śekh- শেখ-
	verb stem, "teach"	śekha- শেখা-
A.	Why? Is he going to teach you English again today?	A. kɛn ' səe ki aiz tomare ' iŋrazi sikhaibo কেন সে কি আইজও তোমারে ইংরাজি শিখাইব
17.	"some" - a bound form	kɔto- (kɔtok-) কত -
	"some" (plural)"	kɔtogula (kɔtokgula) কতগুলা
	3rd person ordinary genitive pronoun	tar তার
	post-position, "from a person)", governing preceding genitive.	kas theika কাছ থেইকা
	"from him, from her"	tar kas theika তার কাছ থেইকা

	B.	No, I have to get some poetry books from him today.	B.	na ' aiz tar kas theika ' amar kɔtogula kɔbitar boi neoner dɔrkar ase না, আইজ তার কাছ থেইকা আমার কতগুলা কবিতার বই নেওনের দরকার আছে
18.		adjective (bound), "coming"		agami- আগামী
		"tomorrow"		agamikail আগামীকাইল
	A.	Go and get the books of poems tomorrow. (you tomorrow having-gone poetry-of books taking come)	A.	tumi ' agamikail zaia kobitar boigula ' nia aiso তুমি আগামীকাইল যাইয়া কবিতার বইগুলা নিয়া আইস
19.	B.	No, I won't be able to go tomorrow. (no tomorrow my going possible will-be not)	B.	na ' agamikail ' amar zaoa ' śɔmbhɔb hɔibo na না আগামীকাইল আমার যাওয়া সম্ভব হইব না
20.		PAP of /an-/, "bring, fetch"		aina আইনা
		compound verb, "bring and give"		aina de- আইনা দে
	A.	Then I shall get you the books tomorrow.	A.	taile ' ami tomare ' agamikail ' boigula aina dimu তাইলে আমি তোমারে আগামীকাইল বইগুলা আইনা দিমু
21.	A.	I can go.	A.	amar zaoa ' śɔmbhɔb hɔibo আমার যাওয়া সম্ভব হইব
22.	B.	Good. In that case, I shall come back right away.	B.	beś ' taile ' ami taratari ' phira asmu বেশ তাইলে আমি তাড়াতাড়ি ফিরা আসমু

23.		"much, a lot"		beśi বেশী
		"much time"		beśikkhon বেশীক্ষণ
		verbal noun, "remaining"		thakon থাকন
	B.	But I won't be able to spend much time with you.	B.	kintu ' tomar saṭhe ' amar beśikkhon thakon ' śɔmbhob hɔibo na কিন্তু তোমার সাথে আমার বেশীক্ষণ থাকন সম্ভব হইব না
24.		adjective, "right, exact"		ṭhik ঠিক
		idiom: "that's all right"		ṭhik ase ঠিক আছে
	A.	That's all right. I have something to tell you.	A.	ṭhik ase ' amar tomare ' kɔtogula kɔtha bɔlar ase ঠিক আছে। আমার তোমারে কতগুলা কথা বলার আছে
25.		idiom, "good enough"		bʾalai to ভালাই তো
	B.	Good enough. I will listen to it when I come back.	B.	bʾalaiṭo ' ami phira aisa śunum ভালাই তো, আমি ফিরা আইসা শুনুম
26.	A.	When you come back, bring Nina with you.	A.	phira asoner śomɔe ' ninare tomar sathe ' nia aiso ফিরা আসনের সময় নীনারে তোমার সাথে নিয়া আইস
27.	A.	She also has to hear the news.	A.	tar o ' kɔthágula sononer dɔrkar ase তারও কথাগুলা শোননের দরকার আছে

Lesson IX, Part 2. Grammar.

1. The purpose of this lesson is primarily to summarize the usages of the verbal noun and past active participle forms which we had in the previous two lessons. There are two general types of usage:

1.1. As the verb in a subordinate clause, the PAP has two types of English equivalents: "having done(gone, said, etc.)", and "when I (you, he, etc.) did (went, said, etc.)." For example:

a)	ami śeikhane zaia (gia) boiṭa nia aśum	When I go there I shall take (away) the book. (i.e., I shall bring the book from there to here.)
		Having gone there, I shall take (away) the book. (i.e., I shall bring the book from there to here.)
b)	ganṭa suina śɛe amar kase aślo	When he heard the song, he came to me.
		(2) Having heard,the song, he came to me.

It is important to remember that in a clausal structure of this kind, the subject of both clauses must be the same.

1.2. Note that although the Bengali PAP can have two English equivalents, the two English equivalents are expressed by two separate Bengali formations. In the English of sentence (a) above, there are two semantic categories:

1. To go with the purpose of getting the book.
2. To go with some purposes, including getting the book.

It is important to remember that these two categories, formally undistinguished in English, are formally distinguished in Bengali. The formation /ami śeikhane zaia (gia).../ refers to category (1), i.e., to go with the purpose of getting a book. Category (2) cannot be expressed by the PAP. This type of expression will be dealt with later.

1.3. As a part of a compound verb.

A compound verb in Bengali has at least two members, one of which, the second member, is a finite verb (i.e, a verb which is inflected for person and tense). The first member may be one of a number of classes of words--nouns, adjectives, verbs--but in the cases before us at present, the first member of the compound is a past active participle. This is the commonest form of the compound verb. Also in the cases before us, the nucleus of meaning of the compound verb is the participial form. For example:

tumi phira aiśo	you come back (lit., "returning, come")
tumi eiṭa nia aiśo	you bring (it) back (lit. "taking come")

In these two examples, the second member of the compound is the same, yet the meaning of the compound changes. In Bengali, as we shall see later on, this type of formation lends itself to great subtlety of meaning, where by variation of one or another member of the compound, shades of distinction and highly expressive phrasing can be gotten.

2. Bengali tends toward economy of expression. Note that in sentences 2 and 3, the locative case ending /-te/ on /baṛi/ is not used, since there is no possibility of confusion. The use of case endings in cases of this kind is optional. We have noticed before that there are places in which the pronoun subject may be omitted also.

3. The use of /dɔrkar/, "necessity".

The form /dɔrkar/ functions as a noun, and is best translated by the English "necessity". This does not imply compulsion or obligation; each of these types of expression has its own form in Bengali. Note that when /dɔrkar/ is used, it takes a possessive case of noun or pronoun (i.e., there has to be a necessity of something); in cases where the necessity is related to someone, that noun or pronoun is also in the possessive case. Bengali would phrase it this way:

There is a necessity of me of going. (i.e., it's necessary for me to go).	amar zaibar (zaoner) dɔrkar ase
There is a necessity of him of reading (i.e., it is necessary for him to read.)	tar pɔṛbar dɔrkar ase

4. Uses of /-re/ and/laiga/.

4.1. There are several ways of expressing an indirect object. Sentence 20 is "I shall get you the books tomorrow". The Bengali for this, depending upon the speaker's stylistic choice, can be either:

ami tomar laiga agamikail boigula nia aśum

or:

ami tomare agamikail boigula aina dimu

The point is, the use of the verb /de-/in either simple or compound form in such a situation necessitates the /-re/ suffix as the indirect object.

4.2. Note that there are some Bengali verbs such as /ga-/ which do not take indirect objects (see grammar section, Les. VI). In "I shall sing you a song," "you" will not be translated with the verb /ga-/ as /tomare/. In Bengali, the expression will be:

ami tomar laiga gan gamu	I shall sing a song for your benefit. (i.e., to bring you some kind of profit)

4.3. Note that "to you", as in the English expression "I shall come to you" does not use the suffix /-re/. Here also a post-postion is required, namely /kase/, "near, in the vicinity of":

ami tomar kase aśum

5. To this point, we have had verbal nouns used only with such formations as:

eiṭa kɔron śɔkto	It is difficult of do this. (The doing of this is difficult.)

In such formations, /śɔkto/ (śɔmbhɔb, śɔhoz, etc.) are adjectival forms. In this lesson, we have another use of the verbal noun, this time as the object of the verb. Examples:

śeikhane zaon pɔsondo kori	I like to go there. (I like going there.)
ami baŋla pɔra pɔsondo kori	I like to read Bengali. (I like reading Bengali.)
ami tomare baŋla pɔṛa śikhamu	I will teach you to read Bengali. (I will teach you reading Bengali.)
apne ki tare tɔbla bazano śikhaiben	Will you teach him to play the tabla? (Will you teach him playing the tabla.)

6. The formation of PAP from /-a/ final verb stems (/dɛkha-/, /bɛṛa-/, etc.).

6.1. The PAP of /-a/ final verb stems takes the high stem-vowel and adds /-i/ to the final vowel /-a/.

Stem	PAP	Gloss
dɛkha-	dɛkhaia	showing, having shown
bɛṛa-	bɛraia	wandering, having wandered
śikha-	śikhaia	teaching, having taught
ghuma-	ghumaia	sleeping, having slept
zana-	zanaia	informing, having informed

Lesson IX, part 3. Pattern Drills.

1. Pattern: sentence 1.
   a. Is it necessary for you to study now?
   b. Is it necessary for you to go there now?
   c. Is it necessary for him to go tonight?
   d. Is it necessary for them to come tomorrow?
   e. Is it necessary for us to come to the office?

2. Pattern: sentence 2.
   a. Yes, I have to study right away.
   b. Yes, I have to go there right away.
   c. Yes, it is necessary for him to go tonight.
   d. Yes, it is necessary for them to come tomorrow.
   e. Yes, it is necessary for you to come to the office.

3. Pattern: sentence 3.
   a. When you finish, what will you do?
   b. When you go there, what will you do?
   c. When he arrives there, what will he do?
   d. When they come here, what will they do?
   e. When I come to the office, what shall I do?

4. Pattern: sentence 4.
   a. I have a lot of work.
   b. I have a lot of studying.
   c. He has a lot of studying.
   d. They have a lot of work.
   e. You have a lot of work.

Pattern: sentence 5.
   a. When I finish studying, I shall do that.
   b. When I go there, I shall do that.
   c. When he goes there, he will finish that.
   d. When they come here, they will finish that.
   e. When you come here, you will do that.

5. Pattern: sentence 6.
   a. Will you finish studying tonight?
   b. Will you come back home tonight?
   c. Will he go back home tonight?
   d. Will they come back home tonight?
   e. Shall (will) I come back to the office tomorrow?

6. Pattern: sentence 7.
   a: No, I will not finish tonight.
   b. Yes, I shall come back home tonight.
   c. Yes, he will go back home tonight.
   d. No, they will not come back home tonight?
   e. Yes, you will come back tomorrow.

7. Pattern: sentence 8.
   a. When you finish your studying, will you meet me again?
   b. When you come back home, will you meet me again?
   c. When he goes back home, will he meet Laila?
   d. When they come back home, will they meet us again?
   e. When I come back, will I meet you here?

8. Pattern: sentence 9.
   a. No, I won't be able to meet you.
   b. Yes, I will be able to meet you again.
   c. No, he won't be able to meet her today.
   d. No, they won't be able to meet us tomorrow.
   e. No, you won't be able to meet me here.

9. Pattern: sentences 10, 11, 12.
   a. Can't you find a little time tonight? There is some need.
   b. Can you find a little time today. There is some need.
   c. Can you find a little time today? There is some need.
   d. Can they find a little time today? There is some need.
   e. Can you find a little time today? There is some need.

10. Pattern: sentence 13.
    a. OK. In that case I'll come back this evening.
    b. OK. In that case, I'll come back this moring.
    c. OK. In that case, he'll come back tonight.
    d. OK. In that case, they'll come back this evening.
    e. OK. In that case, I'll come back soon.

11. Pattern: sentence 14.
    a. No, come back when you have finished your studying.
    b. No, come back home when you have finished your work.
    c. No, he'll come back when he has finished everything.
    d. No, they'll come back when they have bought everything.
    e. No, come back when you have bought the books.

12. Pattern: sentence 15.
    a. Look, I have to meet Rohim today.
    b. Look, I have to meet Laila today.
    c. Look, he has to meet me today.
    d. Look, they have to study today.
    e. Look, I have to study Bengali today.

13. Pattern: sentence 16 (use verbal nouns.)
    a. Why? Is he going to teach you to speak Bengali?
    b. Why? Is she going to teach you to play the tabla?
    c. Why? Are you going to teach him to play cricket?
    d. Why? Are they going to learn to read Bengali?
    e. Why? Are you going to read poetry?

14. Pattern: sentence 17.
    a. No, I have to get some history books from him.
    b. No, I have to bring some geography books for her.
    c. No, I have to get some new books for him.
    d. No, they have to bring some new books for me.
    e. No, I have to buy some new Bengali books for Rohim.

15. Pattern: sentence 18.
   a. Go and get the history books tomorrow.
   b. Go and get the books for her tomorrow.
   c. Go and give the books to him tomorrow.
   d. Go and get the new books tomorrow.
   e. Go and buy the books from Rohim tomorrow.

16. Pattern: sentence 19.
   a. No, I won't be able to get them tomorrow.
   b. No, I won't be able to get them for her tomorrow.
   c. No, I won't be able to bring them tomorrow.
   d. No, I won't be able to go there tomorrow.
   e. No, I won't be able to buy them tomorrow.

17. Pattern: sentences 20, 21. (Note: refer to grammar, section 4.1.)
   a. Then I shall get you the books tomorrow. I can go.
   b. Then I shall get the books for you tomorrow. I can go.
   c. Then I shall get you them tomorrow. I can go.
   d. Then I shall bring them for you tomorrow. I can go.
   e. Then I shall buy you them tomorrow. I can go.

18. Pattern: sentences 22, 14.
   a. In that case, I shall come back when I have finished my studying.
   b. In that case, I shall come home when I have finished my work.
   c. In that case, he will come when he has finished everything.
   d. In that case, they will come back when they have bought everything.
   e. In that case, I shall come back when I have bought the books.

Pattern: sentence 23.
   a. But I won't be able to stay here long.
   b. But I won't be able to stay long with you.

c. But he won't be able to stay with you long.
d. But they won't be able to stay long.
e. But I won't be able to stay in the office long.

19. Pattern: sentence 24.
a. That's all right. I will give you a new sari.
b. That's all right. I will bring you a new shawl.
c. That's all right. I will send him some new books.
d. That's all right. I will show them some new things.
e. That's all right. I will tell you some good news.

20. Pattern: sentence 25.
a. Good. I like to get new saris.
b. Good. I like to get new shawls.
c. Good. He likes to get new books.
d. Good. They like to see new things.
e. Good. I like to hear good news.

21. Pattern: sentence 26.
a. When you come back, bring Laila with you.
b. When you come back, bring your daughters with you.
c. When he comes back, he will bring his children with him.
d. When they come back, they will bring Nazma with them.
e. When you come back, bring Salma with you.

Pattern: sentence 27.
a. She also has to get a sari.
b. They also have to get new shawls.
c. They also have to get new books.
d. She also has to see the new things.
e. She also has to hear the news.

Lesson IX, Part 4. Sentence Drills.

Drill 1

--I must go home right away.

--Why do you have to go so soon? Do you have work there?

--Yes, I have a few things that need to be done. When I finish my work, I shall come back.

--Good. When we have bathed and eaten, shall we take these things to Laila's house?

--Yes. I heard that she is sick.

--No, she fell on the ice this morning and broke her arm.

--Then let us bring her flowers and sweets. Then let's come back here and sleep a while.

--All right. After we have slept for a while, we shall have to go to the market.

--All right. Shall I buy some fruit on my way home and bring it back?

--Yes, bring it back when you come. What else shall we bring to Laila?

--We'll buy some flowers on the way and give them to her.

--Good. Then I'll see you later.

Drill 2

--When will you go to Lahore?

--Next week. I shall stay a week in Lahore and then return to Chittagong.

--Will you also go to Dacca?

--Yes, after I have seen the mosque at Lahore, I shall go to Dacca.

--There is a beautiful mosque there also.

--Yes. I shall wander around Dacca a day and then come back.

--Will you see the art inside the mosque?

--No, I shall not be able to. I shall have to remain standing outside the mosque.

--It will be a nice trip. What will you do after you have seen Lahore and Dacca?

--Then I shall return to Chittagong and sleep. Travelling makes me tired.

Lesson IX, Part 5. Substitution Vocabulary.

misṭi	sweets (meats)
murti	image
bhromon	travelling, trip
bazar	market
bɔrof	ice
zinis	thing (material goods)
hat	hand, arm
ɔśukh	illness
cãd	moon
kagoz	paper
deoal	wall
lal	red
nil	blue
holud	yellow
śobuz	green
beguni	violet
bhugol	geography
catga	Chittagong

bɛraia za-	wander about
gosɔl kɔr can kɔr-	bathe
pɔṛ poir za-	fall
bhaŋ	break
dãṛa-	stand, wait
ghuma- (ghumaia-PAP)	sleep
poucha	arrive
upɔr	on, over
karon	because
ɔśukh kɔr	get sick --with genitive
tar ɔśukh korlo	she/he got sick
b'ala koira kɔr	to do something well
b'ala koira śikh	to learn something well

Lesson X, Part 1. Conversation.

	Translation and analysis		Bengali
1.	proper name (m.)		monṭu মন্টু
	"a little"		ɛkṭu একটু
	"before, ago"		age আগে
	"a little while ago"		ɛkṭu age একটু আগে
A.	Montu, I called you on the phone a little while ago.	A.	monṭu ' tomare ɛkṭu age ' phone ḍaklam মন্টু, তোমারে একটু আগে ফোনে ডাকলাম
A.	Where were you?	A	tumi ' kothae achila তুমি কোথায় (আ)ছিলা
2.	noun stem, "food"; see grammar, section 2.		khabar খাবার
	PAP, "eating, having eaten"		khaia খাইয়া
	high stem of verb /śo-/, "lie down"		śu- শু
	PAP "lying down, having lain down"		śuia শুইয়া
	to be in a condition of lying down		suia ach- শুইয়া আছ্-
B.	After I had eaten (a snack), I lay down for a while.	B.	ami khabar khaia ' ɛkṭu śuia achilam আমি খাবার খাইয়া শুইয়া আছিলাম

		"suddenly"		hɔṭhat হঠাৎ
		PAP, "sleeping, having slept"		ghumaia ঘুমাইয়া
		high stem of verb /pɔṛ/, "fall"		por- পড়
	B.	But suddenly I fell asleep.	**B.**	kintu hɔṭhat ' ghumaia pɔṛlam কিন্তু হঠাৎ ঘুমাইয়া পড়লাম
3.		noun stem, "matter"		bɛpar ব্যাপার

Note that the tense is understood by the context of the conversation.

	A.	What was the matter?	**A.**	ki bɛpar কি ব্যাপার
		noun stem, "body"		śorir শরীর
		idiom, "be feeling badly"		śorir kharap hɔ- শরীর খারাপ হ-
	A.	Were you feeling badly?	**A.**	tomar ' śorir kharap hoilo naki তোমার শরীর খারাপ হইল নাকি
4.		demonstrative, "that"		ta তা
	B.	No, it wasn't exactly that.	**B.**	na ' ṭhik ta na না, ঠিক তা না
		"but"		tɔbe তবে
		adjective, "whole, entire"		śara সারা
		adjective, "tired"		klanto ক্লান্ত

		For this use of the verb /as-/, see grammar, section 3.		
	B.	But all day long I've been very tired.	B.	tɔbe ami aiz ' śara din ' khub klanto asi তবে আমি আইজ সারাদিন খুব ক্লান্ত আছি
5.		noun stem, "rest"		bissram বিশ্রাম
		compound verb, "rest"		bissam kɔr- বিশ্রাম কর
	A.	In that case, rest today.	A.	taile ' aiz bissram kɔro তাইলে আইজ বিশ্রাম কর
		proper name (f.)		salma সালমা
	A.	I'll come again tomorrow after seeing Salma.	A.	ami salmare ḍeikha ' kail abar aśum আমি সালমারে দেইখ্যা কাইল আবার আসুম
6.		"again, this time"		abar আবার
		"what happened"		ki hoilo কি হইল
		Note the use of the genitive /salmar/.		
	B	What happened to Salma this time?	B.	salmar ' abar ki hoilo সালমার আবার কি হইল
7.		noun stem, "ice"		bɔrɔf বরফ
		PAP, "falling, having fallen"		poira পইড়া

	compound verb, "fall"	poira za পইড়া যা
	PAP of compound, "falling, having fallen"	poira zaia (gia) পইড়া যাইয়া (গিয়া)
	noun stem, "hand, arm"	hat হাত
	PAP of verb, /bhaŋ-/, "break"	bhaiŋga ভাইঙ্গা
	to be in a condition of sitting	boisa ase বইসা আছে
A.	She fell on the ice and broke her arm, and she is laid up.	A. śɛe' bɔrofer upɔr ' poira gia ' hat bhaiŋga boisa ase সে বরফের উপর পইড়া গিয়া হাত ভাইঙ্গা বইসা আছে
8.	idiom, "is that so?"	tai naki তাই নাকি
B.	Is that so? In that case, I'll go with you to see her and come back. (is that so that if-becomes I you with having gone her-<obj.> having seen come-shall)	B. tai naki ' taile ' ami tomar lɔge zaia deikha asum তাই নাকি তাইলে আমি তোমার লগে যাইয়া দেইখা আসুম
9.	idiom, "decide"	ṭhik kɔr- ঠিক কর
	conjunctive, "that"	ze যে
A.	But I decided that I'll see her in the evening.	A. kintu ' ami ṭhik kɔrlam ze ' ami tare ' sazerbɛla ' deikha asum কিন্তু আমি ঠিক করলাম যে আমি তারে সাজেরবেলা দেইখা আসুম
	PAP, "picking up, having picked up"	tuila
	compound verb, "pick up and take"	tuila ne-
	"then, at that time"	tɔkhon তখন

	A.	Shall I call you then and pick you up?	A.	tɔkhon ' ami ki tomare daika tuila nimu তখন আমি কি তোমারে ডাইকা তুইলা নিমু
10.		noun stem, "car, cart"		gari গাড়ী
	B.	Will you take your car?	A.	tumi tomar gariṭa · nia zaiba ki তুমি তোমার গাড়ীটা নিয়া যাইবা কি
11.	A.	Yes, I'll take my car.	A.	hɔ ' ami ' amar gariṭa ' nia zamu হ, আমি আমার গাড়ীটা নিয়া যামু
12.	B.	Good. Then when you are going will you call and pick me up?	B.	beś ' taile ki' zaoner somɔe ' amare daika tuila niba বেশ তাইলে কি যাওনের সময় আমারে ডাইকা তুইলা নিবা
13.	A.	Yes. Shall I pick you up at seven o'clock?	A.	hɔ ' tomare ki sattar somɔe ' tuila nimu হ, তোমারে কি সাতটার সময় তুইলা নিমু
14.		adjective, "ready, prepared"		toiri তৈরী
		compound verb, "be (remain) ready"		toiri thak- তৈরী থাক-
	B.	All right. I shall be ready at seven o'clock.	B.	beś ' ami ' śatṭar sɛmɔe ' toiri thakum বেশ আমি সাতটার সময় তৈরী থাকুম

	B. What time will you come back home?	**B.** tumi ' kɔeṭar śomɔe ' bari phira asba তুমি কয়টার সময় বাড়ী ফিরা আসবা
15.	nine	nɔe নয়
	A. I'll come home at nine o'clock.	**A.** ami ' nɔeṭar śɔmoe ' bari phira asum আমি নয়টার সময় বাড়ী ফিরা আসুম
16.	verb stem, "reach, arrive at"	põucha- পৌঁছা
	PAP of stem /põucha-/; see grammar, section 1	põuchaia পৌঁছাইয়া
	compound verb, "cause to reach"	põuchaia de- পৌঁছাইয়া দে
	B. When you come back will you leave me at my house?	**B.** pheroner śɔmoe ' amare ki barit põuchaia diba ফেরনের সময় আমারে কি বাড়ীত পৌঁছাইয়া দিবা

17. For this use of /de-/, see grammar, section 4.

	A. Yes, I shall.	**A.** hɔ ' dimu হ, দিমু
18.	PAP of verb /ken-/, "buying, having bought"	kina কিনা
	compound verb, "buy and bring"	kina an- কিনা আন-
	imperative form of stem /an-/	aino আইনো

	B.	When you come, bring some flowers.	B. aśoner śomɔe ' kichu phul ' kina aino. আসনের সময় কিছু ফুল কিনা আইনো
19.	A.	For whom?	A. kar laiga কার লাইগা
20.		For this use of the future, see Lesson II.	
	B.	I want to bring Salma flowers.	B. ami salmar laiga phulgula ' nia zamu আমি সালমার লাইগা ফুলগুলা নিয়া যামু
21.	A.	All right. Then when I come, I shall bring some flowers.	A. aṣsa ' taile ' aśoner somɔe ' ami kichu phul ' kina anum আচ্ছা তাইলে আসনের সময় আমি কিছু ফুল কিনা আনুম
22.		"afterwards, later"	pɔre পরে
	B.	Good. Then I'll see you later.	B. beś ' taile ' pɔre dɛkha korum বেশ তাইলে পরে দেখা করুম
23.	A.	OK. See you later.	A. assa ' dɛkha hoibo আচ্ছা দেখা হইব

Lesson X, Part 2. Grammar.

1. The PAP of the verb stem /põucha-/ is /pouchaia/.

2. The form /khabar/.

The verbal noun of the stem /kha-/, "eat", is formed with the suffix /-ba/; as in sentence 2, however, there is another form /khabar/, a noun meaning "food".

3. The form /-asi/, sentence 4.

In Bengali, the expression of actions or conditions originated in the past but continuing in the present necessitates a present form of the verb even though a translation in the English present tense might not make sense. So it is in sentence 4. In this case, tiredness is a condition which originated at an earlier time, but which is still existent.

4. The use of /de-/, sentence 16.

The use of /de-/ as an "auxilliary" in Bengali is very complex. First of all, as in this lesson, there is the sense of giving assistance to someone in doing something. Thus, using sentence 16 as an example:

tumi barit põuchaiba ki	"Will you reach the house?"
tumi ki amare barit póuchaia diba	"Will you help me reach my house?" Or "Will you get me to my house?"

Another example:

ami eiṭa korum	"I shall do it."
ami eiṭa koira dimu	"I shall do it (for him, you, etc.)"

There are other usages, which we shall deal with later on.

5. The nominative form of the word for "someone, anyone" is /keu/; the stem is /kau-/ before the objective suffix -re. Thus:

kaure dia ašum	I shall come and give (it) to anyone.

5.1. The negative of this formation is /kaure ... na/:

kaure dia ašum na	I shall not come and give (it) to anyone Or I shall come and give it to to no one.

6. The use of the morphemes /śomoe/, /-khon/, and /-bar/, indicating time.

6.1.

/ɔnek śɔmoe/	Many times, much time continuously spent
/ekṭu śɔmoe/	a little time, continuously spent
/ɔnek-bar/	many times, separated by intervals
/kɔek-bar/	a few times, separated by intervals

6.2.

/ɔnekkhɔn/	quite a while, quite some time, (in terms of hours)
/ekṭukkhɔn/	a little while (in terms of hours)

7. Form all possible Bengali sentences:

Clause I			Clause II	
Subj.	Obj./VM	$Verb_1$	Obj./VM	$Verb_2$
ami	khabar	khaia	tomare	-- ḍak-
tumi	tare	deikha	eiṭa	-- phir-
tomra	śeikhane	poira	boiṭa	phira za-
tara	tomar loge	zaia		phira zá-
		aiśa		-- dekh-
	eiṭa	nia		deikha aś-
	tomare			-- ne-
		ḍaika		nia aś-
			$Verb_2$	-- tol-
			de-	tuila ne-
			dia aś-	pouchaia de-
			dia za-	-- kin
				kina an-
				kina de-
				kina nia aś-

Lesson X, Part 3. Patterns.

1. Pattern: sentence 1.
   - a. I sent you a letter a while ago. Did you receive it?
   - b. I sent Rohim some books a while ago. Did he receive them?
   - c. I called Rohim on the phone a while ago. Where was he?
   - d. I saw him on the street a while ago. Where were you?
   - e. I saw them in the library last night. Where were you?

2. Pattern: sentence 2.
   - a. After I read it, I gave it to Anis.
   - b. After he got them, he put them on a table.
   - c. After he had eaten, he lay down for a while.
   - d. After I had studied, I lay down for a while.
   - e. After I had finished my work, I lay down for a while.

   - a. After that, I didn't see it.
   - b. After that, I didn't see them.
   - c. After that, he fell asleep.
   - d. But for a long time, I didn't fall asleep.
   - e. And suddenly I fell asleep.

3. Pattern: sentence 3.
   - a. What was the matter? Didn't you show it to Nazma?
   - b. What was the matter? Did you fall asleep?
   - c. What was the matter? Was he very tired?
   - d. What was the matter? Weren't you feeling well?
   - e. What was the matter? Are you feeling well?

4. Pattern: sentence 4.
   - a. No. She was very tired all day. She fell asleep.
   - b. Yes. All day long I was very tired. So I fell asleep.
   - c. Yes. All week long he's been very tired. He fell asleep.
   - d. Yes, but I was very tired. Sleeping was not possible.
   - e. Yes, but I'm a little tired. So suddenly I fell asleep.

5. Pattern: sentence 5, Lesson IX.
   - a. Then tell her that it's necessary that she rest today.
   - b. Then it's necessary that you rest today.
   - c. Then it's necessary that he rest today.
   - d. Then it's necessary that you rest this week.
   - e. Then it's necessary that you rest now.

a. I'll come back after seeing Rohim.
b. Come back after resting.
c. Will he come back tomorrow, after resting?
d. Come back next week, after resting.
e. Rest now and come back tomorrow.

6. Pattern: sentence 6.
a. What happened to Rohim?
b. What happened to Rohim yesterday?
c. Yes. What will happen to him tomorrow?
d. What will happen next week?
e. All right. What will happen tomorrow?

7. Pattern: sentence 7.
a. He fell from a tree and broke his arm.
b. He fell from a tree and broke his leg.
c. He will go to the library and study.
d. You will come to my house and study.
e. You will come to my house and eat.

8. Pattern: sentence 8. (use verbal noun).
a. Is that so? In that case, I will go with you to see him and come back.
b. Is that so? In that case, I will go with you to see him now.
c. Is that so? In that case, it will be difficult to see him tomorrow.
d. Is that so? In that case, it will be difficult to rest this week.
e. Is that so? In that case, it will be necessary to work now.

9. Pattern: sentence 9.
a. I decided that I'll see him tomorrow morning.
b. I decided that I'll see him afterwards.
c. I decided that it's necessary for us to see him now.

d. I decided that it's necessary for you to rest now.
e. I decided that it's necessary for you to rest this week.

a. Shall I call you tomorrow morning and pick you up?
b. Shall I call you and take you there?
c. Shall I call him now and take you there?
d. Shall I call you tomorrow and bring you here?
e. Shall I call you tomorrow and pick you up?

10. Pattern: sentence 10.
a. Will you take your car tomorrow?
b. Will it be possible to take your car afterwards?
c. Will it be difficult for you to take your car now?
d. Will it be possible for you to take your car next week?
e. Will it be possible for you to take your car tomorrow?

11. Pattern: sentence 12.
a. Yes. When I am going, I will call you and pick you up.
b. Yes. When I get home, I shall call you and pick you up.
c. No. When I get home, I shall take my car and pick you up.
d. Yes, when I call you, I shall come and pick you up.
e. Yes. When you call me, I shall come and pick you up.

12 Pattern: sentence 13.
a. Will you pick me up at eight?
b. What time will you pick me up?
c. What time will you call me and pick me up?
d. What time will you come and pick me up?
e. Will you pick me up at nine sharp (i.e.,"exactly at nine")?

13. Pattern: sentence 14.a.
a. Will you be ready at eight?
b. What time will you be ready?

c. Will you be ready at nine?
d. Will you be ready at ten?
e. Will you be ready before nine?

14. Pattern: sentence 14.b.
a. Yes. Will it be possible to come home at ten sharp?
b. At six. Will you come home before nine?
c. Yes. It will be difficult to be ready before nine.
d. Yes. It will be difficult to be ready before ten.
e. Yes. It will be possible to be ready at eight.

15. Pattern: sentence 15.
a. Yes. We shall come back at ten.
b. Yes. We shall come back before nine.
c. All right. We shall come back home before ten.
d. All right. We shall come back home before eleven.
e. All right. We shall come back at nine.

Pattern: sentence 16.
a. When we come back, I shall leave you at your house.
b. On the way back we shall leave Rohim at his house.
c. On the way back, I shall leave you at Rohim's house.
d. After coming back, I shall leave Rohim at your house.
e. After leaving you, I shall leave Rohim at his house.

16. Pattern: sentence 18.
a. When you come, will you bring some flowers?
b. When we go, shall we take some sweets?
c. When I go to Rohim's house, shall I take some flowers?
d. When Rohim comes, will he (buy and) bring some new books?
e. When you go, will you take some things for Rohim?

Pattern: sentence 20.
a. I want to bring Nazma some flowers.

b. I want to bring her some sweets.
c. I want to bring him some flowers.
d. He wants to bring me new books.
e. I want to give Rohim some new things.

17. Pattern: sentence 21.
a. All right. When I come, I shall bring some flowers from the store.
b. All right. When I come, I shall bring some sweets.
c. All right. When we go, we shall take him some flowers.
d. Yes. When he comes, he will bring you some new books from the store.
e. Yes. When I go, I shall take the new things for him.

Lesson X, Part 4. Drills.

Drill 1.

--Did you call me on the phone a while ago? I fell asleep.

--But what's the matter? Don't you feel well, or do you always sleep in the middle of the day?

--I don't know exactly. I've been feeling tired all week long. But let that go. What time is it?

--Almost half-past four. Are you going to class today?

--Yes. Look, will you do me a favor? When you are ready, will you pick me up? It's impossible for me to walk.

--Of course. I'll bring my car and pick you up in (i.e., "within --use either /bhitore/ or the locative case) half an hour.

--There is one other matter. Will you buy the new books at the store and bring them when you come?

--That won't be possible for me. I won't go to the store today.

--It doesn't matter. Will it be possible for you to leave me back here before half-past seven?

--Why? What will happen at half-past seven?

--Rohim is coming. It is necessary for me to buy and cook dinner before half-past eight.

--All right. I shall drop you back here by (i.e., "within") half-past seven.

Drill 2.

--Will you come to the museum with me today? I'll go at about three-thirty.

--Yes, I'll certainly come. There's a Jamini Roy exhibition (i.e., "an exhibition of Jamini Roy's work") isn't there?

--Yes. Ila likes his work very much. I told her that I would take her.

--Good. Will you take your car?

--Yes. I'll call you before I pick you up.

--Do you know Jamini Roy?

--Yes. I go to his house often. He is a wonderful man and a wonderful painter.

--People say that he is a truly Bengali painter. Is that so?

--I think so. Other painters copy European work or the work of the Mogul school. Jamini Roy copies no one.

--I hear that he paints in the manner of Bengali folk artists. Is that true?

--That's not exactly true. His colors and his forms are like those of Bengali folk art. But he is not a folk artist.

--How would you describe him, then?

--It is impossible to describe him. That is why he is a great artist.

Lesson X, Part 5. Vocabulary.

khabar	food	iuropio	European (adj.)
kɔla, śilpo	art	bharotio	Indian (adj.)
ãka (verbal noun)	painting	pakistani	Pakistan
		ćomotkar	wonderful
śilpi	painter, artist	aśol	true, genuine
loko-śilpi	folk artist	śɔttɔi	
dhɔron	form (as in painting)	haćai ṭhikɔi	true
mogol	Mogul	niśćoi	certainly
ćithi	letter	ki koira	how
pa	leg, foot	majhe, moddhe	in the middle
moto, moton	like, similar	śaṛe	half-past
rakh-	keep, put, place	saṛe carṭa	half-past four

adh	half
adh ghɔnṭa	half an hour

ãk-	paint
bɔrnona kɔr-	describe (learned)
nɔkol kɔr-	copy
pak kɔr-	cook
kɔtha kɔ̃-	converse

Idioms:

ɛkebare	at all
kɔeṭa baze	what time is it?
tai na tai na ki	isn't that so?
zak zaite dao saira dɛo	let it go
ar ɛkṭa	one more, another
tate khoti nai	no harm in that, that doesn't matter

Lesson XI, part 1. Conversation.

		Translation and analysis.		Bengali
1.		noun, "crowd"		bhir ভীড়
	A.	There is a crowd of people over there.	A.	oikhane ' loker bhir ওইখানে লোকের ভীড়
2.		high stem of verb "be, become"		ho- হ-
		continuative suffix for vowel stems; see grammar, section 2.		-itas -ইতাছ
		3rd person present verbal ending		-e - ে-
		"it is becoming"		hoitase হইতাছে
	B.	*What is happening?*	B.	*ki hoitase* কি হইতাছে
3.		"perhaps"		bod ɔe বোধহয়
		noun, "game"		khɛla খেলা
	A.	I don't know. Perhaps there is some game going on.	A.	ami zani na' bodʾɔe kono khɛla ' hoitase আমি জানি না বোধহয় কোন খেলা হইতাছে
4.		Note the conjunctive /ze/, which is untranslatable in the English sentence.		
	B.	Will you go over and see what is happening?	B.	tumi ki ' zaia dekhba ' ze ' ki hoitase তুমি কি যাইয়া দেখবা যে কি হইতাছে

5.	idiom, "think"	mone hɔ- মনে হয়
	"mutual striking"-- see grammar, section 7.	maramari মারামারি
	compound verb, "fight"	maramari kɔr- মারামারি
	high stem of verb "do, make"	kor- কর
	continutative suffix for consonant stems	-tas তাছ
	3rd person present verbal ending	-e -ে-
	"(they) are fighting"	(tara) maramari kɔrtase
A.	I think that the people are fighting.	amar mone hɔe ' ze ' lokera maramari kortase আমার মনে হয় যে লোকেরা মারামারি করতাছে
6.	loan word, "riot"	raɔ̃ṭ রায়ট
	"beginning"	śuru শুরু
	compound verb, "be begun"	śuru hɔ- শুরু হ
B.	Do you think a riot is beginning?	tomar ki mone ' hɔe ẓe ' ɛkṭa raɔṭ ' suru hoitase তোমার কি মনে হয় যে একটা রায়ট শুরু হইতাছে
7.	verb stem, "flee" Note: for this use of the future, see grammar, section 5.	pɔla- পলা-
A.	No, if that were so, people would be fleeing.	na ' taile ' lokera pɔlaibo না তাইলে লোকেরা পলাইব

	noun, "crowd"	bhir ভীড়
	compound verb, "form a crowd."	bhir kɔr- ভীড় কর-
	A. They wouldn't form a crowd.	A. bhir korbo na ভীড় করবো না
8.	B. Then who are fighting?	B. taile ' kara ' maramari kortase তাইলে কারা মারামারি করতাছে
9.	noun, "fight"	lɔrai লড়াই
	compound verb, "fight"	lɔrai kɔr- লড়াই কর
	A. I think that little boys are fighting.	A. amar mone hɔe ' ze ' soḍo chelera ' lɔrai kortase আমার মনে হয় যে ছোট ছেলেরা লড়াই করতাছে
	present imperative, "move"	çɔlo চল
	present imperative, first person, "let's see"	dekhi (dehi) দেখি
	A. Come on, let's go see.	A. çolo dekhi চল দেখি
10.	noun, "snake"	śap (hãp) সাপ
	noun, "game"	khɛla খেলা
	"snake charmer's performance"	śap khɛla সাপ খেলা
	B. No, I think that there's a snake charmer's performance going on.	B. na ' amar mone hɔe ' ze ' śap khɛla hoitase না আমার মনে হয় যে সাপ খেলা হইতাছে

		noun, "fear"		b'oe ভয়
		compound verb, "be afraid of"		b .ɔe kɔr- ভয় কর্
	B.	I am afraid of snakes.	B.	ami śapre ' b'oe kori আমি সাপেরে ভয় করি
11.		"both"		duizon দুইজন
		For the suffix/-e/, see grammar, section 6.		
	A.	All right, come on. Let's both go see what's happening.	A.	assa cɔlo ' duizone zaia dekhi ' ze ' ki hoitase আচ্ছা চল, দুইজনে যাইয়া দেখি যে কি হইতাছে
12.	B.	No, I won't go. You go.	B.	na ' ami zamu na ' tumi zao না আমি যামু না তুমি যাও
13.	A.	Why won't you go?	A.	kɛn zaiba na কেন যাইবা না
14.		high stem of verb, "see"		dekh- দেখ্
		present continuative suffix for consonant stems		-tas তাছ্
		1st person present verbal ending		-i -ি
		noun, "bull"		śar ষাড়
	B.	I can see now that bulls are fighting.	B.	ami ɛkhon dekhtasi ze ' śarer lɔrai hoitase আমি এখন দেখতাছি যে ষাড়ের লড়াই হইতাছে

	B.	People are running away.	B. lokera pɔlaitase লোকেরা পলাইতাছে
15.	A.	In that case, move. Let's run too.	A. taile ' cɔlo ' amra o pɔlai তাইলে চল আমরাও পলাই

Lesson XI, Part 2. Grammar.

1. The use of the present continuative, as in sentences 1 ff.

1.1. The primary use of the present continuative (sometimes called the present imperfect) is indication that action is taking place at the time of speaking, that an action begun in the past is not completed. Bengali often uses this emphasis on continuity where English, for example, is content with a simple present. A frequent Bengali phrasing is:

ami buztasi	I understand (i.e., I am understanding) what you are saying.

1.2. Further, Bengali frequently uses the present continuative if the action is going on in the present, even if that action was originated in the distant past:

hajar bɔchor dhoira śaotalera ' eikhane baś kortase
"Santals have been living (lit. 'are living') here 1000 years.

1.3. A less frequent but still common usage of the present continuative is expression of action that is to take place in the immediate future. An exchange might be:

eikhane aśo	Come here!
assa ' ami aśtasi	All right, I am coming.

2. The formation of the present continuative:

2.1. The present continuative of consonant-final verb stems is formed by the high stem (except for /a/ stems) of the verb, plus the suffix /-tas/, plus the present tense personal endings Thus:

śun-	"hear"	ami śun-tas-i tumi śun-tas-o tui śun-tas-ɔs apne śun-tas-en sɛe śun-tas-e tain śun-tas-en
khɛl-	"play"	ami khɛl-tas-i, etc.
kɔr-	"do"	ami kɔr-tas-i, etc.

2.2. Consonant stems with the /a/-vowel retain their low stems. Thus:

zan-	"know"	ami zantasi

2.3. Stems with vowels final follow the same pattern; /a/-stems retain their low stem form, others take their high-stems. However, all CV- shape stems, except CVi- ones, take /-i-/ before the suffix /-tas/.

de-	"give"	ami di-tas-i, etc.
kha-	"eat"	ami khaitas-i, etc.
hɔ-	"be, become"	ami hoitas-i, etc.

3. Review of formation and use of the verbal noun.

3.1. Verbal nouns of consonant-stem verbs are formed by the addition of the suffixes, /-a/ or /-ba/, or /-on/ to the low stem of the verb. Verbal nouns of vowel-stem verbs are formed by the addition of the suffixes /-oa/ or /-ba/ or /-on/ to the low stem of the verb. Thus:

de-	deoa or deba or deon
pa-	paoa or paba or paon
hɔ-	hɔoa or hɔba or hɔon

3.2. The suffixes /-a/ or /-oa/ occur when the noun is in the nominative, objective, or locative cases; the suffix /-ba/ occurs only when the noun is in the genitive, being freely variant with /-a/ or /-oa/, or /-on/, which occurs in all cases.

3.3. Constructions with the verbal noun are very common in Bengali. For example:

Nominative:

khɛla hoitase	"playing is going on"
tar aśon hoilo na	"of him coming was not" -- he did not (could not) come."

Genitive:

taṛ asǫner/ aśaṛ somɔe briśṭi hoilo	"It was raining when he came."

Objective:

dhakar baŋlae pan kɔrare pani khaon bɔle(kɔe)	In Dacca Bengali, drinking water is called "pani khoan".

Locative:

ei kɔtha bɔlae amra coila gɛlam	"On being told this, we went away."

4. The form /maramari/ (sentences 5 ff.):

4.1. This type of reduplicated formation is frequent in Bengali, and in fact in many modern languages of India. The significance is often mutual action of some type. For example:

karakari	"mutual snatching"
laṭhalaṭhi	"mutual fighting with sticks"
gutaguti	"mutual pushing aside with elbows".

4.2. Note that as in the third example above, the vowel of the reduplicated portion of the expression (except where /a/), is the high vowel, due to the presence of the final high-vowel/-i/.

5. Uses of the future tense, as in sentence 7.

5.1. It is not infrequent in Bengali to use the simple future to express the English conditional, as here. Another example might be:

tumi śeikhane kɛn zaiba	(you there why go-will)-- Why should you go there?

5.2. In sentence 7, the conditional aspect of the sentence is stated in the first clause, "if that were so".

6. Use of the locative, as in sentence 11.

6.1. The locative case form is frequently used in nominative constructions to indicate mutual action or reciprocity, as here.

7. Note that sentences 9 and 14 suggest the transitive-intransitive equivalence which we have seen before. Note the distinction between:

	śargula lɔrai kortase	bulls are fighting
and		
	śãrer lɔrai hoitase	bulls are fighting (lit., a fight of bulls is happening)
or between		
	selera lɔrai kɔrtase	boys are fighting
and		
	selego lɔrai hoitase	boys are fighting (lit., a fight of boys is happening).

7.1. The contrast is clearest in cases in which there is no case inflection. For example:

	oiṭa śuru hoitase	"It is beginning" (Intransitive)
and	oiṭa śuru kortase	"That one is beginning (it)" (Transitive)

Lesson XI, part 3. Patterns.

1. Pattern: sentences 1, 2, grammar section 6.
   a. What is happening in that crowd of people?
   b. What are those people doing?
   c. What is he doing in that crowd of people?
   d. Are you listening to the story?
   e. Are you looking at the crowd of people?

2. Pattern: sentence 3, grammar section 6.
   a. Perhaps there is a riot going on.
   b. Perhaps a riot is beginning.
   c. Perhaps he is starting a riot.
   d. No, I am looking at this book.
   e. No, I am listening to his reading of poetry.

3. Pattern: sentence 4.
   a. Shall we go and see what is happening?
   b. Shall we go and see what they are doing?
   c. Shall we go and listen to what he is saying?
   d. Shall we go and listen to his reading?
   e. Shall we go and see what the crowd is doing?

4. Pattern: sentence 5.
   a. No. I think that they are fighting.
   b. No. I think they are only shouting.
   c. No. I think that he is saying nothing at all.
   d. No. I think that I shall sit here and read.
   e. No. I think that I shall remain here and listen.

5. Pattern: sentence 6.
   a. Do you think that some trouble is beginning?
   b. Do you think that a fight is starting?
   c. Do you think that he is starting a riot?

d. What are you reading now?

e. What poem is he reading now?

6. Pattern: sentence 7.

a. No. If that were so, everyone would be running away.

b. No. If that were so, everyone would not be staying there.

c. No. If that were so, people would be shouting.

d. I am reading a new novel by Abal Kalam Shamsuddin.

e. He is reading some poems by Faroukh Ahmad.

7. Pattern: sentence 8.

a. Then what do you think is going on?

b. Then do you think that people are fighting?

c. Then why do you think the crowd is forming?

d. Is Shamduddin writing another novel now?

e. Which poems of Ahmad is he reading?

8. Pattern

a. I think that some boys are fighting.

b. Yes, perhaps people are fighting.

c. I think that boys are fighting; that is why the crowd is forming.

d. Yes. I think that he is writing a new novel.

e. I don't know. I am not hearing it very well.

9. Pattern: sentence 10.

a. Let's go see. Perhaps a snake-charmer's performance is going on.

b. Let's go see. Perhaps there is a football game going on.

c. Let's go see. Perhaps he is beginning a snake-performance.

d. I see. How is that novel striking you? (how do you like it?)

e. Why? Are the people shouting too loudly?

10. Pattern: sentence 10.
    a. I'm not going. I'm afraid of snakes.
    b. I'm not going. I don't like football.
    c. I'm not going. I don't like snake-performances.
    d. I like it very much. He writes well.
    e. Yes. Also he is reading very softly.

11. Pattern: sentence 11.
    a. Come on; let's both go and see the snake-performance.
    b. Come on; let's both go and watch the football game.
    c. Come on; let's both go and see the snake.
    d. Yes. He writes simple but very strong Bengali.
    e. Yes. It's difficult to hear. Let's go sit near him.

12. Pattern: sentence 14.
    a. No. Now I see that some boys are fighting.
    b. No. Now I see that a snake and a mongoose are fighting
    c. No. Now I see that the snake-performance is ending.
    d. Yes. He is becoming very famous.
    e. Yes, let's go. Let's sit in front of him and listen.

13. Pattern: sentence 14.
    a. Yes. And people are becoming tired of it.
    b. Yes, and little boys are fleeing.
    c. Yes, and people are going home.
    d. These days he is writing only in colloquial Bengali (colit bhaṣal), is he not?
    e. Yes. But now he is finishing his reading.

14. Pattern: sentence 15.
    a. In that case, let's not go.
    b. In that case, let's go and see.
    c. In that case, let's go home too.

d. Yes, He is certainly not writing literary Bengali. (śadhu bhaśa).

e. Yes. It is being finished. Let's go home.

Lesson XI, Part 4. Sentence Drill.

Drill 1

--What are those people doing over there?

--I don't know. Let's go see.

--No, there is a lot of elbowing going on in the crowd.

--All right, then, get up on that wall and look.

--I can see now (i.e., I am seeing now).

--What is going on?

--A snake and a mongoose are fighting.

--Who is winning?

--The mongoose always wins.

--Come on, let's look.

--No, I am afraid of snakes. Before I came to Dacca a snake bit me.

--There is a magician there too. He is doing tricks.

--What kind of tricks is he doing?

--He is walking bare-foot (i.e., in bare feet) on a fire.

--Why is he doing that?

--Because people are giving him money.

--It's finishing now. The people are coming away (i.e., returning back.)

--All right, then, let's go home. I am getting hungry.

Drill 2 When in doubt, use present continuative.

--How are you getting on?

--Fine.

--Are you studying Bengali?

--Yes, I am studying the language and literature.

--How do you like it?

--I like it very much. But it is becoming more difficult.

--Are you studying tonight?

--No, I don't think that I will study tonight. It is getting very hot.

-- Good. Then come to the movies with me.

--All right. When are you going?

-- Right now. Come on.

--All right, I'll get (i.e., "take") my coat and be right back.

Lesson XI, Part 5. Substitution Vocabulary.

żadugɔr	magician
zadu, khεla	trick
pa	foot
agun	fire
śahitto	literature
sinema	cinema
golmal	trouble, hubbub

zit-	win, conquer
kamṛa-	bite
citkar kɔr-	shout
birɔkto hɔ	to be tired of; vexed
bikkεto	famous
joralo	strong
aste	slowly, soft
aro	more, even more
khali	empty, bare
jore	loud, loudly

Idioms:

kεmon cɔltase	how is it going (with you)
gɔrom portase	it is getting hot (lit., heat is falling).
ṭaka poeśa	money (lit., rupees and lesser coins).
amar khida pae	I am hungry (lit., me-of hunger get)

Lesson XII, Part 1. Conversation.

		Translation and analysis		Bengali
1.		verb stem "go"		za যা
		continuative suffix with vowel stems		itas -ইতাছ
		2nd person present ending		-o -ও
		"(you) are going"		zaitaso যাইতাছ
	A.	Where are you going?	A.	tumi ' kothae zaitaso তুমি কোথায় যাইতাছ
2.		proper name, Rohim		rohim রহিম
	B.	I am going to Rohim's house.	B.	ami ' rohimer barit ' zaitasi আমি রহিমের বাড়ীত যাইতাছি
3.	A.	What is happening there?	A.	śeikhane ' ki hoitase সেইখানে কি হইতাছে
4.		noun, "birth"		zonmo জন্ম
		noun, "day"		din দিন
		compound noun,"birthday"		zonmodin জন্মদিন
		noun, "celebration"		utśob উৎসব
	B.	Rohim's son's birthday celebration is going on.	B.	rohimer seler ' zonmodine utśob ' hoitase রহিমের ছেলের জন্মদিনে উৎসব হইতাছে

5.	"who"	ke
	pluralizing reduplication, "who (all)"	ke ke
	A. Who (all) is coming there?	A. śeikhane ' ke ke astase সেইখানে কে কে আসতাছে
6.	B. I don't know exactly. But aren't you coming?	B. ami ' ţhik zani na ' tumi ki ' astaso na আমি ঠিক জানি না তুমি কি আসতাছ না
7.	A. Yes, I'm also going.	A. hɔ ' amio zaitasi হ, আমিও যাইতাছি
8.	noun, "present"	upohar উপহার
	B. Are you taking any present for him?	B. tumi ki ' tar laiga ' kono upohar ' nitaso তুমি কি তার লাইগা কোন উপহার নিতাছ

Note: this formation, using /ase/, indicates that the present was bought some time ago, that a present has been in existence for some time.

	B. I have a present for him.	B. hɔ ' tar laiga ' amar ɛkţa upohar ' ase হ তার লাইগা আমার একটা উপহার আছে
9.	"there is not" -- negative verb form (see grammar, section 3).	nai নাই
	"now"	ɛkhon এখন
	emphatic suffix	-o -ও

		"even now, up until now"	ɛkhono এখনো
	A.	As of now, I have not present for him.	A. amar ' tar laiga ' ɛkhono ' kono upohar nai আমার তার লাইগা এখনো কোন উপহার নাই
	B.	But before going, I am going to buy a present.	B. tɔbe zaoner age ' ɛkṭa upohar ' kina nia zamu তবে যাওনের আগে একটা উপহার কিনা নিয়া যামু
10.	A.	What present are you bringing?	A. ki upohar nitaso কি উপহার নিতাছ
11.		noun, "story"	gɔlpo গল্প
	A.	I am taking a story-book (for him).	A. ɛkṭa gɔlper boi nitasi একটা গল্পের বই নিতাছি
12.		/ze...tar.../, see grammar, section 4. /-ṭa/, qualifying suffix	
	B.	What is the name of the book which you are taking (him)?	B. ze boiṭa nitaso ' tar nam ki যে বইটা নিতাছ তার নাম কি
13.	A.	The ,book's ,name is Deśe-bideśe.	A. boiṭar nam ' deśe-bidese বইটার নাম দেশে-বিদেশে
14.		present completive tense, "you have read" (see grammar, section 1.)	poṛso পড়ছো

	B.	Have you read the book?	B.	tumi ki ' boiṭa porso তুমি কি বইটা পড়ছো
15.		negative particle indicating past time; see grammar, section 2.		nai নাই
	A.	No, I haven't read it.	A.	na ' pori nai না পড়ি নাই
		present completive tense, "I have heard" (see grammar, section 1.		śunsi শুনছি
	A.	But I have heard that the book is very good.	A.	tɔbe ' śunsi ze ' boiṭa khub b'ala তবে শুনছি যে বইটা খুব বালা
16.		present completive tense, "he has said" (see grammar, section 1.		koise কইছে
	B.	Who has said (so)?	B.	ke koise কে (কেডা) কইছে
17.	A.	My brother has said (so).	A.	amar b'ai ' koise আমার ভাই কইছে
	A.	He has read the book.	A.	sɛe ' boiṭa porse সে বইটা পড়ছে
18.		/za ... ta .../, see grammar, section 4.		

		"true"		sɔttoi (hac̓ai) সত্যই (হাচাই)
	B.	What he said is true.	**B**.	za śɛe koise ' ta sɔttoi যা সে কইছে তা সত্যই
19.	**A**.	What present are you taking?	**A**.	tumi ' ki upohar nitaso তুমি কি উপহার নিতাছো
20.		noun "bird"		pakhi পাখী
	B.	I am going to take a bird.	**B**.	ami ' ɛkṭa pakhi ' nia zaitasi আমি একটা পাখী নিয়া যাইতাছি
21.		noun, "color"		rɔŋ রং
	A.	What color is the bird which you are taking?	**A**.	ze pakhiṭa ' tumi nitaso tar ki rɔŋ যে পাখীটা তুমি নিতাছ তার কি রং
22.		"green" (see grammar, section 5).		śobuz সবুজ
		noun, "parrot"		ṭiapakhi টিয়াপাখী
	B.	The bird is green. It's a parrot.	**B**.	pakhiṭa śobuz ' oiṭa ' ɛkṭa ṭiapakhi পাখীটা সবুজ ওইটা একটা টিয়াপাখী
23.		"wonderful"		cɔmotkar চমৎকার

	A.	A green-colored bird! Wonderful!	A.	ɛkṭa śobuz rɔŋer pȧkhi ' çɔmotkar একটা সবুজ রংয়ের পাখী, চমৎকার
		noun, "work, story"		kɔtha কথা
		compound verb, "talk, converse"		kɔtha kɔ কথা ক
	A.	The parrot talks, doesn't it?	A.	ṭiapakhiạ ' kɔtha kɔe naki টিয়াপাখীটা কথা কয় নাকি
24.	B.	Yes, he talks a little.	B.	hɔ ' ɛkṭu kɔtha kɔe হু, একটু কথা কয়
25.	A.	What does he say?	A.	ki kɔtha kɔe কি কথা কয়
26.	B.	He only says, "Give food!"	B.	kebol kɔe ' khabar dao কেবল কয় খাবার দাও

Lesson XII, Part 2. Grammar.

1. The formation and use of the present completive (or "present perfect") tense.

1.1. The present completive is a frequently used past tense. in Bengali, it is fairly general in reference. The tense is frequently used where English would have a simple past, but its primary usage is to indicate an action which has been completed in the recent past but which has results which continue into the present. In general, it is a fair rule of thumb to consider that any English construction which has or can have the form "has/have (read, shut, done, eaten, etc.)", will take the present completive in Bengali.

1.2. The high stem forms the base of the present completive with the /-s/ suffix and the present tense personal endings added to it, except for stems of CV shape which take an /i/ before the suffix /-s-/.

Stem		High Stem		Suffixes	
kin-	"buy"	ami	kin-	-s-i	
		tumi	kin-	-s-o	
		tui	kin-	-s-iś	
		apne	kin-	-s-en	
		śɛe	kin-	-s-e	
		tain	kin-	-s-en	
khɛl-	"play"	ami	khel-	-s-i	etc.
zan-	"know"	ami	zan-	-s-i	etc.
kɔr-	"do"	ami	kor-	-s-i	etc.
buz-	"understand"	ami	buz	-s-i	etc.
di-	"give"	ami	di-	-s-i	etc.
kha-	"eat"	ami	khai-	-s-i	etc.
hɔ-	"be"	ami	hoi-	-s-i	etc.

1.3. The present completive of /za-/ "go" is irregular. The stem is /gɛ-/ and the paradigm runs thus:

ami	gɛsi
tumi	gɛso
tui	gɛsɔś
apne	gɛsen
śɛe	gɛse
tain	gɛsen

2. The past negative, as in sentence 15.

2.1. The negative past tense is not formed by a past form of the verb with the negative particle /na/. The past negative is formed by the use of the simple present tense with the negative particle /nai/, thus:

ami śunsi	I have heard
ami śuni nai	I have not heard
ami oi bɔiṭa porsi	I have read that book
ami oi boiṭa poṛi nai	I have not read that book

2.2. The sole exception to this rule is the simple past tense. The particle /na/ may optionally be used with a simple verbal form: (a past verbal form);

ami porlam na	I did not read (in recent past).
ami pori nai	I did not read (indefinite past).

3. The negative form /nai/. There is in Bengali no such formation as /ase na/. Where the verb /as-/ occurs in the present negative, the form is /nai/, e.g.;

I have the book	amar boiṭa ase
I do not have the book	amar boiṭa nai
He has time	tar śomɔe ase
He has no time	tar śomɔe nai

4. Relative clauses.

In Bengali, correlative constructions take the following forms:

4.1. Personal pronouns, with reference to human beings only:

4.1.1.	ze ... śɛe ...	(he, she) who ... he, she
	ze aśtase ' śɛe ke	Who is he/she who is coming?
4.1.2.	zara ... tara ...	(those) who ... they ...
	zara ' ei barit thake ' tara sattro	Those (people) who live in this house are students.

4.2. Adjectival formations: or:

4.2.1. The relative /ze/ accompanied by a noun:

	ze ... śεe ...	(that) which ... that ...
	ze boiṭa ' tomare disi ' śeiṭa kothae	Where is that book which I have given you?

4.2.2. Alternate form: zei ... sei

4.2.3.	zɔto ... tɔto ...	as much as ... so much ...
	tomar ' zɔto ṭaka ase ' tɔto ṭaka ami cai	I want as much money as you have.

4.3. Impersonal reference:

za ... ta...	(that) which ... that
za ami dεkhtasi ' ta ki	What is that which I see?

4.4. Other types of formations:

4.4.1.	zeikhane ... śeikhane	where ... there ...
	zeikhane tumi zaiba ' śeikhane ami zamu	I shall go (there) where you are.
4.4.2.	zɔkhɔn ... tɔkhɔn ...	when ... then ...
	tumi zɔkhɔn zaiba ' tɔkhɔn ami zamu	When you go, (then) I shall go.
4.4.3.	zɔkhoni ...	The very moment ··· at that moment ...
	zɔkhoni tumi bolba tɔkhoni boiṭa aina dimu	The moment you tell me (at that very moment), I'll bring the book.
4.4.4.	zεmon ... tεmon ...	as ... so ...
	zεmon apne koiben tεmon ami korum	As you will tell (me), so I will do.
	zemni ... temni ...	just as ... just so ...
	zemni apne koiben temni ami korum	Just as you will tell me, just so I will do.

4.5. Note that the correlative can be inflected, as in sentence 12. Other examples:

ze aśtase ' tar nam ki	What is the name of him who is coming?
zara aśtase ' tago nam ki	What are the names of those people who are coming?
ze ṣelera seikhane bośtase tago (se selego) pɔsondo kɔro ki	Do you like those boys who are sitting there?

4.6. Drills on tape.

5. Use of adjectives of color.

5.1. Some adjectives of color have two forms, the usage of each of which is limited. For example:

holud	yellow

The distribution of these forms is as follows:

pakhiṭa holud	The bird is yellow.
pakhiṭa holud roŋer	" " " "
holud, pakhiṭa	The yellow bird.
holud roŋer pakhiṭa	

5.2. The following vocabulary items occur with or without following /rɔŋ/, "color":

Bengali	English
lal	red
kala	black
śada	white
nil	blue
śobuz	green
holud	yellow
begni	violet
golapi	rosy (pink)
badami	brown
khɔeri	toast brown (tan)

5.2.1. Examples:

śarita lal roŋer	The sari is of red color.
śariṭa lal	The sari is of red (color).
śariṭar roŋ lal	The color of the sari is red.

5.3. The following vocabulary items must be followed by /roŋ/ "color":

komla roŋ	"orange color, or, color like orange"
chai roŋ	"ash color, or, color like ash"
ghia roŋ	"color like clarified butter"
holud roŋ	"of turmeric color"
aśmani roŋ	"sky color"
śonali roŋ	"golden color"
rupali	"silvery color"
hindur roŋ	"vermillion"

6. Form all possible Bengali sentences:

6.1.

Possessive noun or pronoun	Post-positional phrase	Noun or pronoun subject	Negative verb "there is not"
amar	tar -laiga	upohar	nai
tomar	rohimer	boi	
apner	boiner	pakhi	
tar		ṭaka	
tar	korimer		
amago			
selego			

6.2.

Correlative Clause			Relative Clause		
Pro-noun	Subj.	Verb	Pronoun	Subj.	Interrogative
ze	boiṭa pakhiṭa seleṭa kukurṭa biralṭa lokṭa	nitaso kintase aśtase bośtase khitase	tar	nam rɔŋ śɛe	ki
za	śɛe	boltase pośtase dekhtase aśtase	ta	śottoi bʼala śɔkto śɔhoz ki	

Lesson XII, part 3. Patterns.

1. Pattern: sentence 1.
   a. Where are you going now?
   b. What are you reading now?
   c. Where is he going now?
   d. What are you listening to now?
   e. What are the boys doing now?

2. Pattern: sentence 2.
   a. I am going to class.
   b. I am reading a play.
   c. He is going to Anis' house.
   d. I am listening to a gazal.
   e. They are playing in the field.

3. Pattern: sentence 3.
   a. What is happening in class today?
   b. What play are you reading?
   c. What is happening at Anis' house?
   d. What gazal are you listening to?
   e. What are they playing?

4. Pattern: sentence 4.
   a. Ahmad is teaching us Bengali.
   b. I am reading Tagore's Raja.
   c. A party is going on today.
   d. I am listening to an old gazal.
   e. A football game is going on.

5. Pattern: sentence 5.
   a. Who (all) is coming to class today?
   b. Who (all) is reading in class today?
   c. Who (all) is singing the gazal?
   d. Who (all) is going there?
   e. Who (all) is playing football?

6. Pattern: sentence 6.
   a. Everyone. Aren't you coming to class?
   b. Amir. Are you coming to class today?
   c. I don't know. Aren't you going there?
   d. Some singers. Aren't you listening to the gazal?
   e. Some boys. Aren't you playing football today?

7. Pattern: sentence 7.
   a. Yes, I'm coming.
   b. Yes, I'm going today.
   c. Yes, I'm going there.
   d. Yes, I'm listening.
   e. No, I'm not playing.

8. Pattern: sentence 8.
   a. Do you have the books for the class?

b. Do you have the time for me?
c. Do you have a present for Amir?
d. Do you have the book for me?
e. Do you have the work for the class?

9. Pattern: sentence 9.
a. No, I do not have the books.
b. No, I do not have the time.
c. No, I do not have a present.
d. No, I do not have the book.
e. No, I do not have the work.

Pattern: sentence 9.
a. Before going I am going to get the books.
b. Before meeting you I am going to get a book.
c. Before going, I am going to get a present.
d. Before going, I am going to get the book.
e. Before going, I am going to get the work.

10. Pattern: sentence 10.
a. What books are you getting?
b. What book are you reading?
c. What present are you buying?
d. What book are you buying?
e. What work are you doing?

11. Pattern: sentence 11.
a. I am getting poetry books.
b. I am reading a Bengali book.
c. I am buying a history book.
d. I am buying a poetry book.
e. I am reading Bengali history.

12. Pattern: sentence 12.
a. What are the names of the books which you are getting?
b. What is the name of the novel which you are reading?

c. What is the name of the history book which you are buying?

d. What is the name of the poetry book which you are buying?

e. What are the names of the books which you are studying?

13. Pattern: sentence 13.

a. The books' names are Balaka and Soncita.

b. The name of the novel is Gora.

c. The books are histories of Bengal.

d. The book's name is Pakistaner itihas.

e. The books are histories of Bengal.

Pattern: sentence 14.

a. Have you read the books?

b. Have you read that book?

c. Have you studied history?

d. Have you seen that book?

e. Have you read that novel?

14. Pattern: sentence 15.

a. No, I haven't read them.

b. No, I haven't gotten that book.

c. No, I haven't studied history.

d. No, I haven't seen that book.

e. No, I haven't read that book.

Pattern: sentence 15.

a. I have heard that they are very difficult.

b. I have heard that it is very difficult to get.

c. I have heard that history is very difficult.

d. I have heard that it is very difficult to read.

e. I have heard that it is very good.

15. Pattern: sentence 16.

a. Who has said that they are difficult?

b. Who has said that it is difficult?
c. Who has said that it is difficult to get?
d. Who has said that is good.
e. Who has said that it is difficult to read?

16. Pattern: sentence 17.
a. My friend has said so.
b. My brother has said so.
c. My sister has said so.
d. My friends have said so.
e. My teacher has said so.

17. Pattern: sentence 18.
a. What he has said is not true.
d. What she has said is true.
c. What she has said is right.
d. What they have said is not true.
e. What he has said is wrong.

Pattern: sentences 19, 20, 21.
a. The books which I have read are not difficult.
b. The books which I have wanted I have not found.
c. The history which I have studied is difficult.
d. The book which I have read is not very good.
e. The book which I have read is very easy.

18. Pattern: sentence 21.
a. Then the friend who told me was not correct.
b. Then what my brother told me was correct.
c. Then what she told me was wrong.
d. Then the teacher who told me is not a good teacher.
e. Then the friends who told me were not correct.

Lesson XII, Part 4. Sentence Drill.

Drill 1

--Where are you going?

-- I am going to Amir's house.

--Have you gone to the market?

--Yes, I have bought all the things that you have asked for.

--And have you finished your work and bathed?

--Yes, I have finished everything.

--All right, then, go along. What's going on at his house?

--I don't know exactly. I think that his brother has returned from Europe.

--I have not heard that he has returned. I have heard that he will stay in America for two years.

--Those who leave Bengal often come back quickly. Are you coming with me?

--Yes, I'm coming. But I have not bought a present for him.

--That's all right. We will buy one on the way.

Drill 2

--Have you read the paper today?

--No, I have not seen it yet (i.e.,"even now"). What does it say?

--It says that there was a hartal in Bombay.

--What is happening there?

--Yesterday there was a riot, and three people were injured.

--Is there any good news?

--Yes, the paper says that the summer will be very hot this year, and that the monsoon will be late (i.e., "Will come after").

--Has Anis written about my book?

--Yes, he says that it is a very bad book.

--Is that all?

--Yes, he has not written much.

--I think that I shall lie down for a while.

Lesson XII, Part 5. Substitution Vocabulary.

khɔbor	news	agʻat pa-	get a blow, get injured.
ᴋagoz	paper	śɔmmondhe	post-postion, "about, in regard to", with genitive.
gʻa	injury, blow		
bɔrśa, briśṭi	rain	ziggaś kɔr	ask for
kal	time, season	khuiza pa	to find after looking
bissram	rest, nap		
naṭok	drama, play	pa	to get

Idioms:

ṭhik ase	that's all right
gɔrom kal	summer
bɔrśa kal	rainy season
bɔṛo beśi	too much

Lesson XIII, Part 1. Conversation.

		Translation and analysis.	Bengali
1.		stem of verb "go"	za - যা
		infinitive ending	-ite -তে
		"to go"	zaite যাইতে
		For use of the infinitive, see grammar, section 1.	
	A.	Have you told Rohim to go to the market?	A. rohimre ' bazare zaite (zaibar) koiso ki রহিমরে বাজারে যাইতে কইছো
2.		alternative stem of verb /za-/, "go" -- see ante, Lesson V.	gε- গে
		"he/she has gone"	ase গেছে
	B.	Yes, I gave him two rupees; he has gone to the market.	B. hɔ,' dui ṭaka disi 'sεe bazȧre gεse হ, দুই টাকা দিছি, সে বাজারে গেছে
3.	A.	Has he come back from the market?	A. śεe ki bazar theika ' phira ase (aise). সে কি বাজার থেইকা ফিরা আসছে
4.		"just now"	eimattro এইমাত্র
	B.	Yes, he has just come back.	B. hɔ ' sεe eimattro phirse হ, সে এইমাত্র ফিরছে

5.		compound verb, "(buy and) bring"	kina an-	কিনা আন-
	A.	What has he brought from the market?	A. śɛe bazar theika ' ki kina anse	সে বাজার থেইকা কি কিনা আনছে
6.		noun, "fish"	mas	মাছ
		noun, "meat"	gośt	গোস্ত
		noun, "vegetables"	tɔrkari	তরকারী
	B.	He has brought fish, meat, and vegetables.	B. śɛe mach ' gośt ' ar tɔrkari ' kina anse	সে মাছ, গোস্ত আর তরকারী কিনা আনছে
7.		high stem of verb /ken-/, "buy"	kin -	কিন-
		infinitive ending	-ite	-তে
		"to buy"	kinte	কিনতে
		past negative particle	ni	নি
	A.	Didn't he go to buy fruit?	A. śɛe ki ' phɔl kinte zae nai	সে কি ফল কিনতে যায় নাই
8.		noun, "banana"	kɔla	কলা
		noun, "mango"	am	আম
		noun, -- a small, violet-colored fruit	zam	জাম
	A.	Yes, he has bought bananas, mangoes, and zam.	A. hɔ 'śɛe kɔla ' am ' ar zam ' kina anse	হ, সে কলা, আম আর জাম কিনা আনছে

9.		stem of verb "eat"		kha - খাই-
		infinitive ending		-ite -তে
		"to eat"		khaite খাইতে
	A	Have you given Minu the bananas to eat?	A.	tumi ki minure ' kɔlagula ' khaite diso তুমি কি মিনুরে কলাগুলা খাইতে দিছো
10.		high stem of verb /khεl-/ "play"		khel- খেল-
		infinitive ending		-ite -তে
		"to play"		khelte খেলতে
		"outside"		baire বাইরে
	B.	No, she has gone outside to play.	B.	na ' śεe baire ' khelte (khelbar) gεse না সে বাইরে খেলতে গেছে
11.		a snack taken between the two main meals, one around noon, the other in the late evening		khabar খাবার
	A.	Won't she come back to have a snack?	A.	śεe ki khabar khaite ' phira aśbo na সে কি খাবার খাইতে ফিরা আসবো না
12.		idiom "I think"		amar mone hɔe আমার মনে হয়
		noun, "afternoon"		bikalbεla বিকালবেলা

B.	Yes, I think that she will come back home for a snack in the afternoon.	B.	hɔ ' amar mone hɔe ze ' sɛe khabar khaite bikalbɛla ' bari phirbo হ, আমার মনে হয় যে সে খাবার খাইতে বিকালবেলা বাড়ী ফিরব
13.	high stem of verb /dɛkh-/, "see"		dekh- দেখ-
	infinitive ending		te তে
	"to see"		dekhte (dekhbar) দেখতে
	verb stem "want"		¢a- চা-
A.	Good. I want to see her. (i.e., I have never seen her before and want to meet her.)	A.	beś ' ami ore ' dekhte (dekhbar) ¢ai বেশ আমি ওরে দেখবার চাই
14.	noun, "field"		maṭh মাঠ
B.	In that case, I shall go to the field and call Minu back right away.	B.	ta hoile ' ami maṭhe zaia minure ' ṫaratari ḍaika antasi তা হইলে আমি মাঠে যাইয়া মিনুরে তাড়াতাড়ি ডাইকা আনতাছি

Lesson XIII, Part 2. Grammar.

1. The formation and use of the infinitive:

1.1. The most frequent use of the infinitive form is in direct relationship to another verb, as in English:

ami zaite ćai	I want to go.
ami dekhte pari na	I cannot see; I am not able to see.
ore áste bollam (koilam).	I told him to come.

1.2. The infinitive of consonant-final stems is formed by the high stem of the verb (except where the stem-vowel is /a/) plus the infinitive ending /-te/.

kin-	buy	kinte	to buy
khɛl-	play	khelte	to play
kɔr-	do	korte	to do
śɔn-	hear	śunte	to hear

But:

zan-	know	zante	to know

1.3. The infinitive of all vowel final stems, except CVa-, is formed by the high-stems plus /-te/. Stems which have /a/ as the vowel form their infinitive by simply adding /-ite/. The verbal noun form with /-ba/ may be used in its place.

hɔ-	be, become	hoite	to be, to become
de-	give	dite	to give
kha-	eat	khaite	to eat

2. It should be noted that there are two ways of expressing a phrase such as "he has bought (it) for me":

(a)	śɛe amar laiga eiṭa kinse	"he bought it for me (but has not given it to me yet)"
(b)	śɛe amare eiṭa kina dise	"he bought (and gave) it to me"

Note that in (b), /amare/ is the indirect object of the verb /de-/. In Bengali, verbs such as /kin-/ cannot take indirect objects and require /laiga/.

3. Form all the possible Bengali sentences from the following:

Subj.	Ind. Obj.	Verb Mod.	Dir. Obj.	(Int.)	V_1	V_2	Neg.
ami	rohimre	bazare	mas	(ki)	zaite	bɔl-	na
tumi	tare	dokane	gosto		aśte	ça-	nai
tui	b'aire	eikhane	tɔrkari		kinte	za-	
apne	kobire	barit	am		nite	de-	
śɛe		ghɔre	khabar		khaite		
tain		śɔhore			bolte		
amra		eimattro			ante		
tomra		taratari			phira		
tora		tarpɔre			nia		
apnera					kina		
tara							
rohim							
minu							

Subj.	Verb M.	Verb	Dir. Obj.	(Int.)	V_1	V_2
ami	taratari	zaia	binure	(ki)	ḍaika	an-
tumi	ɛkhon	aiśa	kapoṛta		nia	aś-
tui	eimattro	phira	amare		boila	za-
apne	dokane		tare			
śɛe	maṭhe		boiṭa		deikha	
tain			selere			
amra	bazar theika					
tomra						
tora	klaśer theika					
apnera						
tara						
rohim						
minu						

Lesson XIII, part 3. Patterns.

1. Pattern: sentence 1.
    a. Have you told Rohim to go to the river?
    b. Have you told him to go to the store?
    c. Have you told them to come back here?
    d. Have you told her to bring it here?
    e. Have you not told them to come back here?

2. Pattern: sentence 2.
    a. Yes, I gave him ten rupees and he has gone there.
    b. Yes, I gave him six rupees and sent him there.
    c. Yes, I sent them money and told them to come back here.
    d. Yes, I gave her some money and told her that.
    e. No, I have not told them to come back here.

3. Pattern: sentence 3.
    a. Has he come back from the river?
    b. Has he come back from the store?
    c. Have they come back here?
    d. Has she brought it back from the market?
    e. Have they not returned from the class?

4. Pattern: sentence 4.
    a. Yes, he has just come back.
    b. No, he has just gone there.
    c. No, they have not come back.
    d. Yes, she has just brought it back.
    e. Yes, they have just returned.

5. Pattern: sentence 5.
    a. What has he brought from the store?
    b. What have you told him to bring from the store?
    c. What have you told them to bring with them?
    d. What book has she bought and brought from the store?

e. What have they brought from class?

6. Pattern: sentence 6.
   a. He has brought meat and vegetables from the store.
   b. I told him to bring fruit and flowers from the store.
   c. I have told them to bring many kinds of things.
   d. She has brought several Bengali books from the store.
   e. They have brought nothing at all from class.

7. Pattern: sentence 7.
   a. Didn't he go to buy fish?
   b. Didn't you tell him to bring vegetables?
   c. Didn't you tell them to bring only clothes?
   d. Didn't you tell her to bring English books?
   e. Didn't you tell them to bring me some Bengali newspapers?

8. Pattern: sentence 8.
   a. Yes, he has bought and brought rui and hilsa fish.
   b. Yes, but he has bought only mangoes and berries,
   c. Yes, but they were not able to bring many clothes.
   d. Yes, but she was not able to buy English books.
   e. Yes, but they were not able to bring newspapers.

9. Pattern: sentence 9.
   a. Have you given the boy hilsa fish to eat?
   b. Have you given the girl the mangoes to eat?
   c. Have you given them clothes to wear?
   d. Have you given her the books to take back?
   e. Have you told them to send the newspapers to me?

10. Pattern: sentence 10.
   a. No, he has not come in to eat.
   b. No, she has gone to the field to play.
   c. No, they have said that they don't want to wear these clothes.

d. No, she has gone back to the store again.

e. No, they have told me that they were not able to send them.

11. Pattern: sentence 11.

a. Won't he come back to eat the fish?

b. Won't she come back to eat the mangoes?

c. Won't they go back to buy the papers?

d. Won't she come back to rest?

e. Won't they go back to bring the clothes?

12. Pattern: sentence 12.

a. Yes, I think he will come back this evening.

b. Yes, I think that she will come back soon.

c. Yes, I think that they will go back to buy them.

d. Yes, I think that she will come back in the afternoon.

e. Yes, I think that they will go back to bring them.

13. Pattern: sentence 13.

a. I want to see him then.

b. I will be able to see her then.

c. I will go with them to buy them.

d. I will come back to see her then.

e. I will go to bring them.

(Note: This drill is not arranged a-a, b-b, etc., but merely in terms of individual patterns.)

1. Pattern: sentence 1.
   - a. Have you told Rohim to go to the store?
   - b. Have you told Rohim to come to class?
   - c. Have you not told Rohim to go to the store?
   - d. Have you not told Rohim to buy the book?
   - e. Have you not told Rohim to buy and bring the paper?
2. Pattern: sentence 2.
   - a. Yes, I gave him four rupees and he has gone to the store.
   - b. Yes, I gave him a book and he has gone to class.
   - c. Yes, I gave him a book and he has taken it to class.
   - d. Yes, I gave him ten annas and he bought the book.
   - e. Yes, I gave him the money and he has brought the paper.
3. Pattern: sentence 3.
   - a. Has he brought it back from the store?
   - b. Has he brought the milk back from the store?
   - c. Has he bought and brought the meat from the store?
   - d. Has he brought the money to class?
   - e. Have you bought the fruit?
4. Pattern: sentence 4.
   - a. Yes, he has just gone home.
   - b. Yes, he has just gone home from the store.
   - c. Yes, he has just come back from the store.
   - d. Yes, he has just learned the language.
   - e. No, he has not yet learned the language.
5. Pattern: sentence 5.
   - a. What has he brought from the store?
   - b. What has he bought and brought from the store?
   - c. What has he read in Bengali?
   - d. What has he read in Bengali literature?

e. What has he written in the newspaper?

6. Pattern: sentence 6.
   a. He has brought milk and meat from the market.
   b. He has brought fish from the river.
   c. He has brought sweets from the temple.
   d. He has taken books from the library.
   e. He has taken books from Bengal.

7. Pattern: sentence 7.
   a. Didn't he go to send the letter?
   b. Didn't he go to buy the cloth?
   c. Didn't he come to see the family?
   d. Didn't he come to bathe this morning?
   e. Didn't he go to sell the books?

8. Pattern: sentence 8.
   a. Yes, he has gone to send the letter.
   b. Yes, he has come to buy cloth.
   c. No, he has not come to tell a story.
   d. Yes, he has come to see his sister.
   e. Yes, he has gotten lost in the city.

9. Pattern: sentence 9.
   a. Have you given Nasim the garland to prepare?
   b. Have you given Nasim the image to prepare?
   c. Have you given Nasim the cow to sell?
   d. Have you given Nasim the letter to send?
   e. Have you given Nasim the money to send?

10. Pattern: sentence 10.
    a. No, he has gone inside to eat.
    b. No, he has gone to the store to buy sweets,
    c. No, he has gone outside to play with the boys.
    d. No, we have come to learn to read.
    e. No, they have come to do magic tricks.

11. Pattern: sentence 11.
    a. Won't he come back to play with us?

b. Won't he go home to study?
c. Won't they bring the fish back with them?
d. Won't he come to class today?
e. Won't they bring it to class today?

12. Pattern: sentence 12.
a. I think that he will go back in the afternoon.
b. I think that he will go home in the morning.
c. I don't think that he will come today.
d. I don't think that he will be able to come today.
e. I don't know that he will sell the book.

13. Pattern: sentence 13.
a. I want to go to the movies.
b. I want to go home.
c. I want to come back tomorrow.
d. I want to buy it and send it to her.
e. I want to take it to the market and sell it.

14. Pattern: sentence 14.
a. Go and send Rohim (to me) right away.
b. Go and bring the paper (to me) right away.
c. Go and work in the garden right away.
d. Come and see me tomorrow.
e. Come and bring me the book tomorrow.

a. I shall go to my room and bring the papers right away.
b. I shall come to your house with the papers right away.
c. I shall send the fish to my brother right away.
d. I shall go out and walk around in the garden.
e. I shall buy and bring a present for him tomorrow.

Lesson XIII. Part 4. Sentence Drill.

Drill 1

--Have you told Nasim to buy milk at the market?

--No, I forgot to tell him that. He has brought only rice and bananas.

--Then he has already come back from the market?

--Then where has he gone? I cannot find him anywhere.

--I don't know. Perhaps he has gone to take a bath. I think he'll come back soon.

--Tell him that I want to see him. He will take this letter to Dacca.

-- He cannot go today. He has not finished his work in the house.

--He can finish his work later. Go and call him.

--All right, I'll go.

Drill 2

(Note: pay special attention to the order of relative clauses; see ante, Lesson XII, Grammar.)

--Rohim, do you want to go to the market with Nasim?

--Yes, I like to go with him. He buys me sweets.

--That will not do. The sweets which you buy at the market are not good to eat.

--Why not? I have eaten them often. They taste good.

--Those sweets are made from bad milk. That is why Tipu has gotten sick.

--But you like to drink gholer śorbot. You have not gotten sick.

--That is another matter. I have told you what I want. Go with Nasim

- - - - - - - - - - - - - -

--Nasim, will you buy me sweets?

--No, your mother does not want you to eat them.

--Then I shall tell her that you have bought me sweets.

--All right, then, what kind of sweets do you want to eat?

--I have not yet eaten the red kind. Buy me those.

Lesson XIII, Part 5. Vocabulary.

gholer śɔrbot	buttermilk preparation
bɛpar	matter
rɔkom	kind
dudh	milk
ȼiṭhi	letter
toiri	made, prepared make, preparation
ɔnno	another
zɔtheśṭo	enough
pɔsondo kor-	like
kina de-	buy and give
kha-	eat, drink
par-	be able (physical ability)
b'uila	forget
dekhte pa-	find
khuiza pa-	find (after searching)
pɔr-	wear
haraia za-	get lost
nia za-	take (form here to there)

Idioms:

tate hɔibo na	that will not do
khaite b'ala	taste good (good to eat)

Lesson XIV. Part 1, Conversation.

		Analysis and translation.		Bengali
1.	A.	What are you going to do tonight?	A.	tumi aiz rate ' ki korba তুমি আইজ রাতে কি করবা
2.		compound verbal noun stem, "studying"		pɔraśona পড়াশোনা
		verb "study"		pɔraśona kɔr- পড়াশোনা কর্
	B.	I'm going to study tonight.	B.	ami aiz rate ' pɔrasona korum আমি আইজ রাতে পড়াশোনা করুম
3.		loan word, "cinema"		sinema সিনেমা
		infinitive of verb, /za-/, "go"		zaite যাইতে
		verb stem , "be able"		par- পার্-
	A.	Then you won't be able to go to the movies with us?	A.	taile ' tumi ' amago lɔge ' sinemate zaite parba na তাইলে তুমি আমাগো লগে সিনেমাতে যাইতে পারবা না
4.		verb stem, "wander around"		bɛra- বেড়া-
		Note the use of the present tense /pari/; the meaning in this context is "I may be able."		
	B.	No, but I may be able to go about with you for a little while.	B.	na ' kintu ami ' tomago lɔge kichukkhon bɛraite (bɛraibar) pari না কিন্তু আমি তোমাগো লগে কিছুক্ষণ বেড়াইতে পারি

5.		"studying"		pɔraśona পড়াশোনা
		post-position, "after"		pɔr পর
	A.	Good. What are you going to do after studying?	A.	beś ' pɔraśonar pɔr ' tumi ki korba বেশ, পড়াশোনার পর তুমি কি করবা
6.		variant stem of verb /ghuma-/, "sleep" -- see grammar, section 1		ghumai- ঘুমাই-
	B.	After studying, I am going to go to sleep.	B.	ami ' pɔraśonar pɔr ghumaite zamu আমি পড়াশোনার পর ঘুমাইতে যামু
7.	A.	Will you not go to eat before sleeping? (i.e., before going to sleep.)	A.	tumi ' ghumaibar age ' khaite zaiba na তুমি ঘুমাইবার আগে খাইতে যাইবা না
8.		high stem of verb /hɔ-/, "be, become"		ho- হই-
		ending for conditional conjunctive		-ile -লে
		"if it becomes, if it is" See grammar, section 2.		hoile হইলে
	B.	Yes, if I finish studying quickly, I shall go to eat. (If my studying ends quickly, I shall go to eat.)	B.	hɔ ' ţaratạri̧ ' pɔrasona śes hoile ' khaite zamu হ, তাড়াতাড়ি পড়াশোনা শেষ হইলে খাইতে যামু
9.		infinitive of verb /pɔṛ-/, "study"		porte পড়তে

	A.	Will Rohim also go to study with you?	A.	rohim o ki ' tomar lɔge ' porte zaibo রহিমও কি তোমার লগে পড়তে যাইব
10.		stem of verb "get"		pa- পাই-
		ending for conditional conjunctive		-le -লে
		"if (he) gets"		paile পাইলে
	B.	Yes, if he gets the time, he will come.	B.	hɔ ', śomɔ̦e paile ' śɛe asbo হ, সময় পাইলে সে আসবো
11.	A.	But I heard that he wants to go to the city tonight.	A.	kintu ', ami śunlam ze ' śɛe aiz rate ' ṡɔhore zaite c̦ae কিন্তু আমি শুনলাম যে সে আইজ রাতে শহরে যাইতে চায়
12.		alternative stem of verb /za-/, "go"		gɛ- গে-
		ending for conditional conjunctive		-le -লে
		"if (he) goes"		gɛle গেলে
	B.	In that case, if he goes to the city, he will not be able to come to study.	B.	ta̧ hoile ' śe śɔhore gɛle ' porte aste parbo na তা হইলে সে শহরে গেলে পড়তে আসতে পারবো না

13.	A.	Do you know what he is going to do tomorrow?	A. tumi ki zano ' śɛe agami kail ' ki korbo তুমি কি জানো সে আগামী কাইল কি করবো
14.		"in the morning"	śɔkale, śɔkalbɛla সকালে, সকালবেলা
		noun, "picture"	chobi ছবি
		verb, stem, "paint"	ak- আক
	B.	Yes, he has told me that he is going to the river-bank to paint tomorrow morning.	B. hɔ ' śɛe amare koiche ze ' śɛe kail śɔkale ' nodir dhare ' chobi akte zaibo হ সে আমারে কইছে যে সে কাইল সকালে নদীর ধারে ছবি আকতে যাইব
		noun, "noontime"	dupur, dupurbɛla দুপুর, দুপুরবেলা
		verb stem (alternative), "come"	a- (বা) আই-
		conditional conjunctive ending	-ile -লে
		"if (he) comes"	aile আইলে (আসলে)
	B.	If he comes back before noon, he will come to my house to eat.	B. śɛe dupurbɛlar age ' phira aile ' amar barite khaite asba সে দুপুরবেলার আগে ফিরা আইলে আমার বাড়ীতে খাইতে আসবা
15.		noun, "afternoon"	bikal, bikalbɛla বিকাল, বিকালবেলা
	A.	What will he do in the afternoon?	A. śe bikalbɛla ' ki korbo সে বিকালবেলা কি করবো

16.		loan word, "football"		phuṭbɔl ফুটবল
		stem of "want"		¢a- চাই
		conditional conjunctive ending		-ile -লে
		"if (he) wants" (see grammar, section 2.3.)		caile চাইলে
		noun, "field"		maṭh মাঠ
	B.	I don't know exactly, but if he wants to see a football game, we shall both go to the field.	**B**.	ami ' ṭhik zani na ' tɔbe ' se ' phutbɔl khɛla dɛkhte (dɛkhbar) caile ' amra duizone ' maṭhe zamu আমি ঠিক জানি না তবে সে ফুটবল খেলা দেখতে চাইলে আমরা দুইজনে মাঠে যামু
17.		noun, "evening"		śɔndha, śɔndhabɛla সন্ধ্যা, সন্ধ্যাবেলা
	A.	After that, will you go to wander around the city in the evening?	**A**.	tarpɔr ' tomra ki ' sɔndhabɛla ' śɔhore bɛraite (bɛraibar) zaiba তারপর তোমরা কি সন্ধ্যেবেলা শহরে বেড়াইতে যাইবা
18.		high stem of verb /hɔ-/, "be, become"		ho- হই-
		conditional conjunctive ending		-ile -লে
		"if (it) finishes"		śeś hoile শেষ হইলে
	B.	Yes, if the game is over soon, we shall go to the city.	**B**.	hɔ̨ ' taratari khɛla śeś hoile ' amra śɔhore zamu হ তাড়াতাড়ি খেলা শেষ হইলে আমরা শহরে যামু

19.	A. Can I come with you?	A	ami o ki ! tomago loge ' aśte (aśbar) pari আমিও কি তোমাগো লগে আসতে (আসবার) পারি
20.	B. Yes, you can come.	B.	hɔ ' tumi aśte (asbar) paro হ, তুমি আসতে (আসবার) পারো

Lesson XIV, Part 2. Grammar.

1. Alternative stems of CVCV-verbs, as in sentences 4, 6, and 7.

1.1. The verbal noun and the infinitve of this type are usually formed by the addition of the infinitive or verbal noun suffix to the low stem of the verb:

Stem		Infinitive	Verbal Noun
bɛ̃ka-	"bend"	bɛkaite	bɛkano, bɛ̃kaiba-
kamra-	"bite"	kamraite	kamrano, kamrai.ba-
zira	"rest"	ziraite	zirano, ziraiba-

2. The conditional conjunctive.

2.1. The conditional conjunctive is formed by the addition of the suffix /ile/ to the high stem of the verb, except for verbs of shape CVC-, where the vowel is /a/, and verbs of CVCV- shape (1 above).

kin-	"buy"	ami kin-le	"if I buy"	
		tumi kin-le	"if you buy"	
		tui kin-le	"if you (inf.) buy"	
		apne kin-le	"if you (hon.) buy"	
		śɛe kin-le	"if he buys"	
		tain kin-le	"if he (hon.) buys"	
khɛl-	"play"	ami khɛl-le	"if I play"	etc.
kɔr-	"do"	ami kor-le	"if I do"	etc.
śun-	"hear"	ami śun-le	"if I hear"	etc.

But:

zan-	"know"	ami zan-le	"if I know"	etc.

The CV- or CVCV- stems take /-ile/; their suffix.

hɔ-	"be"	ho-ile	"if I were"	etc.
kha-	"eat"	ami kha-ile	"if I eat"	etc.
bɛ̇ka-	"bend"	ami bɛka-ile	"if I bend"	etc.
kamra-	"bite"	ami kamra-ile	"if I bite"	etc.
zira-	"rest"	zira-ile	"if I rest"	etc.
ghuma-	"sleep"	ghuma-ile	"if I sleep"	etc.
poucha-	"reach"	poucha-ile	"if I reach"	etc.

2.2. Note that the conditional conjunctive is an uninflected (non-finite) form; it does not change with change of person or number.

2.3. The commonest use of the conditional conjunctive is that which we have in this lesson: the expression of a condition, using "if". (Other usages will be in Lesson XV.)

ore dekhle ami komu	If I see him, I shall tell him.
ami śunle buzte parum	If I hear (it), I shall be able to understand (it).
tumi eikhane aśle ami ṭaka dimu	If you come here, I shall give (you) money.

2.4. Note that although this is an uninflected verb form, the subjects of the two clauses may differ. When they do differ, however, both subjects must be expressed.

3. Form all possible Bengali sentences:

3.1.

Subject	Verbal Modifier	(Int.)	Direct Object	V_1	V_2	Neg.
ami	agami kail	(ki)	pɔraśona	kɔrte	par-	na
tumi	kail śɔkale		śɛś		za-	nai
śɛe	az rait		kaz		aś	
amra duizone	kisukkhɔn		sobi	porte	kɔre-	
rohim	śɔndhabɛla		khabar	akte		
			khɔborer kagoz	khaite		

3.2.

Subject	Noun/Object	Conditional Conjunctive	Subject	Modifier	Finite Verb
pɔraśona khɛla	śes	hoile korle	ami śɛe tara apnera	sɛɨkhane	za-
śɛe amra tain Rohim apnera tomra	śomɔe boiṭa ȼɔppol kaporta sobi	paile kinle beȼlə akle		barit	za-

Lesson XIV, Part 3. Patterns.

1. Pattern: sentence 1.
    - a. What are you going to do tonight?
    - b. Where are you going to go tonight?
    - c. Whom are you going to see tonight?
    - d. What are you going to buy tonight?
    - e. What are you going to read tonight?

2. Pattern: sentence 2.
    - a. I'm going to read tonight.
    - b. I'm going to sleep tonight.
    - c. I'm going to read books tonight.
    - d. I'm going to see my brother tonight.
    - e. I'm going to see my mother tonight.

3. Pattern: sentence 3.
    - a. Then you won't be able to go to the store with us.
    - b. Then you won't be able to come home with us.
    - c. Then you won't be able to see my brother with us.
    - d. Then you won't be able to come to the museum with us.
    - e. Then you won't be able to come to class with us.

4. Pattern: sentence 4.
    - a. No, but I'll be able to come home with you for a little while.
    - b. Yes, I'll be able to go with you for a little while.
    - c. No, but I'll be able to come to your house for a little while.
    - d. Yes, I'll be able to talk with you for a little while.
    - e. Yes, I'll be able to go and stay for a little while.

5. Pattern: sentence 5.
    - a. What are you going to do when you have finished your reading?
    - b. What are you going to do after you have finshed sleeping?

c. What are you going to do after coming back from the store?

d. What are you going to do after you meet your brother?

e. What are you going to do after you meet your mother?

6. Pattern: sentence 6.

a. After I finish reading I am going to go to sleep.

b. After I finish sleeping, I am going to go to the library.

c. After I come back from the store, I am going to Nasim's house.

d. After I meet my brother I am going to study.

e. After I meet my mother I am going to the store.

7. Pattern: sentence 7.

a. Will you want to rest before sleeping?

b. Will you want to eat before going to the library?

c. Will you want to sleep before going to Nasim's house?

d. Will you come to see me before studying?

e. Will you want to wander around a little before coming back?

8. Pattern: sentence 8.

a. Yes, if I finish reading before nine, I shall rest a little.

b. Yes, if I go to the library before eight, it will be good.

c. Yes, if I come back from the store before seven, I shall sleep a little.

d. Yes, if I come back from my brother's house before six, I shall come to see you.

e. Yes, if I come back from my mother's house before five, I shall wander around the city.

9. Pattern: sentence 9.

a. Will Rahman also study with you tonight?

b. Will Bari also go with you to eat?

c. Will Rohim also go with you to Nasim's house?

d. Will Ansar also come with you to see me?

e. Will Sufia also go with you to wander around?

10. Pattern: sentence 10.

a. Yes, if he gets the time, he will come to study with me.

b. Yes, if he finishes writing, he will go with me.

c. Yes, if he is able to come, he will come.

d. Yes, if she gets the time, she will come.

e. Yes, if she finishes studying, she will come with me.

11. Pattern: sentence 11.

a. But I heard that he wants to go to Ansar's house tonight.

b. But I heard that he wants to come to my house tonight.

c. But I heard that he wants to study tonight.

d. But I heard that she wants to paint pictures tonight.

e. But I heard that she does not want to go tonight.

12. Pattern: sentence 12.

a. If he goes to Ansar's house, he will not be able to study with me.

b. If he goes to your house, he will not be able to go with me.

c. If he studies tonight, he will not be able to come.

d. If she wants to paint tonight, she will not be able to come.

e. If she does not want to go to the city, then she will not go.

13. Pattern: sentence 13.

a. Do you know what Ansar wants to do tomorrow?

b. Do you know what he will do tomorrow morning?

c. Do you know what she will do on Saturday?

d. Do you know what she will do tomorrow night?

e. Do you know what she wants to do tomorrow night?

14. Pattern: sentence 14a.

a. Yes, she has told me that he will work in the office.

b. Yes, he has told me that he will start writing another novel.

c. Yes, he has told me that he is going to see a movie.

d. Yes, she has told me that she is going to meet Nasim.

e. Yes, she has told me that she is going to meet Ansar.

Pattern: sentence 14b.

a. If she comes back quickly, she will study.

b. If he feels tired, he will go to paint.

c. If he comes back before night, he will come to my house.

d. If they eat before ten, they will come to my house.

e. If they come to the city, they will come to my house.

15. Pattern: sentence 15.

a. Do you know what she will do tomorrow night?

b. Do you know what he will do in the evening?

c. Do you know what he will do in the morning?

d. Do you know what they will do tomorrow morning?

e. Do you know what they will do on Sunday?

16. Pattern: sentence 16.

a. If he wants to go to the movies, we shall both go.

b. If he wants to go to Rohim's house, we shall both go.

c. If he wants to go to the city, we shall both go.

d. If they want to study in the library, we shall all go.

e. If they want to eat, we shall all go to eat.

Pattern: sentence 18.

a. And if he wants to go walking, I shall go with him.

b. And if he wants to begin work, we shall both work.

c. And if he wants to stay at home, I shall stay with him.

d. And if they want to rest, then we shall stay here.

e. And if they want to begin writing, we shall all work.

Lesson XIV, Part 4. Sentence Drills.

Drill 1

--Will you ba able to come to the movies with us tonight?

--No, I am going to work tonight. Perhaps I'll be able to come for a little while.

--We are going to see Pather Pancali (pɔther pãcali). You'll be able to finish your studying after the movie.

--No, it's a long picture. I won't be able to go.

--We are going to eat something after the picture is over. will you be able to come with us then?

--Yes, I like to eat a little before going to sleep.

--Then, if we come back soon, will you come with us?

--Yes. Is Rohim going with us too?

--No, he is going to see Sufia this evening. He won't be able to come.

--What is he going to do tomorrow?

--He said that he is going to look at pictures in the museum in the morning. But he'll come to my house to eat tomorrow night.

--Good. Can I cometo see (i.e., "to meet") him then?

--Yes, you can come.

Drill 2

--Ansar, will you be able to come with me to the movies tonight?

--No, my mother does not want me to go with you. She doesn't like you.

--Then if you come, don't tell her. Why doesn't she like me?

--You don't have any money. My mother says that if you work you can make money.

--I have not begun to work. After I take my degree, I shall make lots of money.

--Then after you take your degree, I'll be able to go to the movies with you.

--After the movies, we'll go dancing.

--No, I am going to study tonight. After I have finished my studying, I am going to sleep.

--And after dancing, we'll go to listen to some music.

--No, I am going to work. What music?

--There is a good singer of folk-songs here. We'll go to hear his songs.

--Can you come at eight sharp?

Lesson XIV, Part 5. Substitution Vocabulary.

sobi	picture (i.e., either painting or motion picture).
polli-giti	village-song (i.e., "folk-song")
gaeɔk	singer
pɔther pã̃cali	name of a novel and a motion picture.
lɔge dɛkha kɔr-	meet with, visit a person (with genitive of person)
śuru kɔr-	begin (i.e., "beginning make").
lag-	begin (with infinitive)

Examples:

śɛɛ poṛte lage	"he begins to read"
śɛe kaz korte lage	"he begins to work"

tɔkhɔn	then		
beśi	much	lɔmba	tall
kɔm	less	bẽṭẽ	short
bɔro	big	cɔoṛa	wide
soṭo	small	śoru	narrow, thin
moṭa	fat, plump	roga	lean

Idioms:

ae-	revenue, income
pɔeśa ae kɔr-	make money
rozgar, uparzon	earning, gain
uparzon kɔr-	earn
klanto bodh kɔr-	to feel tired

Lesson XV, Part 1. Conversation.

	Translation and analysis.	Bengali
1.	noun, Muslim festival	id ঈদ
	conditional particle, "if", -- see grammar, section 2.	zodi যদি
	A. If I go to my village house for Eid, will you be able to go with me?	A. ider somoe ' ami zodi ' gramer barit zai ' ta hoile ' tumi ki ' amar loge zaite parba ঈদের সময় আমি যদি গ্রামের বাড়ীত যাই তা হইলে তুমি কি আমার লগে যাইতে পারবা
2.	alternative stem of verb /za-/, "go"	gɛ গে
	conditional conjunctive ending, see grammar, section 1.	-le লে
	B. If you go, I'll go with you.	B. tumi gɛle ' ami ' tomar loge ' zamu তুমি গেলে আমি তোমার লগে যামু
3.	pronoun "self, one's self"	atto আত্ম
	noun, "that which belongs to one's self, a relative"	attio আত্মীয়
	nominative plural, "relatives"	attiora আত্মীয়রা
	negative prefix, "not, in-, un-"	ɔ- অ
	noun, "convenience"	śubidha সুবিধা

	noun, "inconvenience"	ɔ́subidha
	A. If my relatives come, will that be an inconvenience for you?	**A**. amạr attiora ' zodi asen ' ta ḥoile ' tomar ki ɔsubidha hɔibo আমার আত্মীয়রা যদি আসেন তা হইলে তোমার কি অসুবিধা হইব
4.	Note the position of the negative particle before the conditional; see grammar, section 3.	
	adjective, "any"	kono কোন
	"none at all"	kono...na কোন...না
	B. If it is no inconvenience for you, it will be no inconvenience for me at all.	**B**. tomar ɔ́subidha ' na họile ' amar ' kono ɔsubidha hɔibo na তোমার অসুবিধা না হইলে আমার কোন অসুবিধা হইব না।
5.	noun, "end"	śɛ́s শেষ
	loan word, "mile"	mail মাইল
	PAP of verb stem /haṭ-/, "walk"	haiṭa হাইটা
	A. If we walk the last five miles of the way, will you be able to walk with us?	**A** amra zodi ' pother ' śɛ́s pac mail ' haiṭa zai ' ta hoile ' tumi ki ' amago lɔge ' haṭte parba আমরা যদি পথের শেষ পাচ মাইল হাইটা যাই তা হইলে তুমি কি আমাগো লগে হাটতে পারবা
6.	noun, "cart, wheeled vehicle"	gari গাড়ী
	"motor-car, automobile	moṭor gari মোটর গাড়ী
	noun, "arrangement"	bɛbostha ব্যবস্থা

		"make arrangements"		bɛbostha kɔr- ব্যবস্থা কর
	B.	No. But if you make arrangements for a car, I can go with you.	**B.**	na ' kintu ' ɛkṭa mɔṭor garir ' bɛbostha korle ' ami ' tomago lɔge zaiṫe pari না কিন্তু একটা মোটর গাড়ীর ব্যবস্থা করলে আমি তোমাগো লগে যাইতে পারি
7.		Note position of negative particle.		
	A.	All right. If we are not able to make arrangements for a car, then what?	**A.**	assa ' amra zodi ' mɔṭor garir bɛbostha korte na pari ' ta hoile আচ্ছা আমরা যদি মোটর গাড়ীর ব্যবস্থা করতে না পারি তা হইলে
8.		noun, "bullock"		goru গরু
		"bullock cart"		gorur gari গরুর গাড়ী
	B.	If you make arrangements for a bullock cart, I'll go with you.	**B.**	tomra ' ɛkṭa gorur garir ' bɛbostha korle ' ami ' tomago lɔge zamu তোমরা একটা গরুর গাড়ীর ব্যবস্থা করলে আমি তোমাগো লগে যামু
9.		negative prefix, "non-, in-, un-"		nir- নির-
		noun, "flesh, fish, meat"		amiś আমিষ
		"vegetarian (food)"		niramiś নিরামিষ
		Muslim fasting month		rɔmzan রমজান

	A.	If we eat vegetarian (food) during Ramzan, then, will you also eat vegetarian (food)?	A.	amra zodi ' rọmzaner somɔe niramiś khai ' ta hoile ' tumi o ki' niramiś khaiba আমরা যদি রমজানের সময় নিরামিষ খাই তা হইলে তুমিও কি নিরামিষ খাইবা
10.		"certainly"		niścoi নিশ্চয়ই
	B.	Certainly. If you eat vegetarian (food) so shall I.	B.	niścoi ' tomra niramiś khaile ' ami o ! niramiś khamu নিশ্চয়ই, তোমরা নিরামিষ খাইলে আমিও নিরামিষ খামু
11.		adjective, "the whole"		śara সারা
		verb stem, "be awake"		jag- জাগ
	A.	And if we stay awake the whole night long, then will you also stay awake the whole night?	A.	ar ' amra zodi ' śara rait zagi ' ta hoile ' tumi ki ' śara rait zagba আর আমরা যদি সারা রাইত জাগি তা হইলে তুমিও কি সারা রাইত জাগবা
12.	B.	Yes. If you stay awake the whole night, I shall also stay awake the whole night.	B.	hɔ ' tomra ' śara rait zagle ' ami o ' śara rait zagum হ, তোমরা সারা রাইত জাগলে আমিও সারা রাইত জাগুম
13.		noun, "fast"		roza রোজা
		"to fast"		roza rakh- রোজা রাখ
	A.	And if we fast during Ramzan, then will you also fast?	A.	ar amra zodi ' rɔmzaner somɔe ' roza rakhi ta hoile ' tumi o ki ' roza rakhba আর আমরা যদি রমজানের সময় রোজা রাখি তা হইলে তুমিও কি রোজা রাখবা।

14.	B.	If you fast, I shall also fast.	B.	tomra roza rakhle ' ami o ' roza rokhum তোমরা রোজা রাখলে আমিও রোজা রাখুম
15.		"Wednesday"		budbar বুধবার
	A.	Good. In that case, we shall go on Wednesday.	A.	beś ' ta hoile ' amra budbar din ' zamu বেশ, তা হইলে আমরা বুধবার দিন যামু
16.		"before"		age আগে
		adjective "prepared"		toiri তৈরী
	B.	All right. If you are ready before (then), will you call me?	B.	assa ' tumi zodi ' age toiri hɔo ' ta hoile ki' amare ḍakba আচ্ছা। তুমি যদি আগে তৈরী হও তা হইলে কি আমারে ডাকবা
17.	A.	All right. If I am ready before (then) I shall call you.	A.	assa ' ami age ' toiri hoile ' tomare ḍakum আচ্ছা, আমি আগে তৈরী হইলে তোমারে ডাকুম

Lesson XV, Part 2. Grammar.

1. The verb stem /za-/, "go", is irregular in the formation of the conditional conjunctive. The stem of the conditional conjunctive is /gɛ-/.

2. Note that there are two ways of forming a conditional sentence.

2.1. The first is that which we have already mentioned in

Lesson XIV: the use of the non-finite conditional conjunctive in the conditional clause, and the use of an indicative verb of appropriate tense in the main clause. Note that the conditional clause always stands first in the sentence.

2.2. The second type of formation is with the form /zodi/, "if, when". The position of /zodi/ is rarely first in the sentence, but usually follows the subject. Note that when /zodi/ is used in the conditional clause, the main clause is usually introduced by /ta hoile/. Note also that in a clause with /zodi/ the simple present is used, even when the tense of the main verb is not present.

3. The position of the negative-particle in conditional clauses, as in sentences 4 and 7.
In a conditional clause, whether formed by /zodi/ or by the conditional conjunctive, the negative particle always stands before the verb.

tumi śeikhane na gɛle ami zamu na	If you do not go there, I shall not go.
tumi zodi śeikhane na zao ta hoile ami zamu na	If you do not go there, I shall not go.

4. There are various ways of making negative nouns and adjectives in Bengali. Two of the most common are represented here, in sentences 3 and 9.

4.1. /ɔ/	śɔmbhɔb	"possible"	ɔśɔmbhɔb	"impossible"
	zana	"known"	ɔzana	"unkown"
	śustho	"healthy"	ɔśustho	"ill"

This prefix takes the form /ɔn-/ before vowels:

/ɔn-/	acar	"conduct"	ɔnacar	"bad conduct"
	abośśɔk	"necessary"	ɔnabośśɔk	"unnecessary"

4.2. /ni-/	rog	"disease"	nirog	"free from disease"

This prefix takes the form /nir/ before vowels and voiced consonants except /r/. Examples:

	zɔn	"people, man"	nirzɔn	"without people, alone"
	akar	"form"	nirakar	"formless
But:	rog	disease	nirog	"healthy, diseaseless"

5. Form all possible Bengali sentences.

5.1.

Clause I					Clause II		
Subject	Cond.	Verbal modifiers	Verb	Conj.	Subject	Modifiers	Verb
ami		oi dine	haiṭa za-		ami	amago	haiṭa za-
tumi		ider dine	ghumaite za-		tumi	tomago lɔge	kha-
apne		gramer baṛit	khaite za-		śɛe		bɔś
śɛe	zodi	śara rait		ta hoile	tain	śara rait	bɔl, kɔ-
tain		age	haṭ-		amra	tɔkhon	za-
amra		śeikhane	ghuma-			śei śomɔe	aś-
		śɔhore	kha-			śeikhane	bɛṛa-
		nodir dhare	bɛṛa-			gramer baṛit	
		ei pɔthe	ghor-				
			zag-				

5.2.

Clause I				Clause II			
Subject	Modifiers/Object	(neg.)	Verb	Subject	Modifiers	Verb	(neg.)
ami	śeikhane	(na)	gɛle	ami	amar lɔge	thak-	(na)
tumi	śara rait		korle	tumi	tomar lɔge	bɔ̄s-	
apne	barit		zagle		amago lɔge	zag-	
śɛe	age		aśle		eikhane	daṛa-	
tain	pɔre		bosle		seikhane	kɔr-	
amra	baire		ghumaile		bhitore	za-	
tomra	roza		dile		upobaś	de-	
	khabar		khaile		khabar	kha-	
	niramiś		rakhle		niramiś	ne-	

Lesson XV, Part 3. Patterns.

1. Pattern: sentence 1.
    a. If I go home tomorrow, will you be able to go with me?
    b. If I come back tomorrow, will you be able to come with me?
    c. If I do not go home next week, will you be able to stay with me?
    d. If I am not able to come back tonight, will you come to my house?
    e. If you do not stop on the way to Pakistan, will you get there before Eid?

2. Pattern: sentence 2.
    a. If you go home tomorrow, I'll go with you.
    b. If you come back tomorrow, I'll come back with you.
    c. If you don't go home I'll stay here with you.
    d. If you cannot come back tonight, I'll come to your house.
    e. If I do not stop on the way, I'll get there before Eid.

3. Pattern: sentence 3.
    a. If my mother and father are there, will that be an inconvenience for you?
    b. If my relatives come with us, will that be an inconvenience for you?
    c. If my brothers also stay with me, will that be any inconvenience for you?
    d. If my friend wants to come with you, will that be an inconvenience for you?
    e. If you did not get there before Eid, would that be an inconvenience for you?

4. Pattern: sentence 4.
    a. If it is no inconvenience for them, it will be no inconvenience for me.
    b. If it is no inconvenience for your relatives, it will be no inconvenience for me.
    c. If it is no inconvenience for them, it will certainly be no inconvenience for me.

d. If he will be ready before eight, it will be no inconvenience at all.

e. If I did not get there before *Eid*, it would be a great inconvenience for me.

5. Pattern: sentence 5.

a. If they cannot walk, will you be able to take your car?

b. If we walk, will you be able to walk with us?

c. If they cannot take their car, will you be able to pick them up?

d. If he cannot be ready before eight, will you not be able to come?

e. If you get there before *Eid*, will you be able to go to my village?

6. Pattern: sentence 6.

a. No, but if you make arrangements for a car, I can pick them up.

b. No, but if you make arrangements for a car, I can go with you.

c. No, but if I can make arrangements for a bullock-cart they will be able to come.

d. No, but if you can make arrangements for a car, he can come later.

e. No, if you cannot make arrangements for a car, I shall not be able to go.

Pattern: sentence 7.

a. If you cannot make arrangements for that, I shall not go.

b. If you cannot make arrangements for a car, I shall not be able to go.

c. If I can make arrangements for that, they can come afterwards.

d. If you cannot make arrangements for that, he will not be able to come.

e. If you cannot make arrangements for that, I shall stay in Dacca.

7. Pattern: sentence 9.
   - a. If we eat Pakistani food, will you be able to eat it?
   - b. If my relatives eat vegetarian food, will that be an inconvenience for you?
   - c. If we do not eat vegetarian food, will you be able to eat with us?
   - d. If we eat meat, will you also be able to eat meat?
   - e. If they eat only vegetarian food, will you also eat only vegetarian food?

8. Pattern: sentence 10.
   - a. If you give me Pakistani food, I shall eat it.
   - b. If you do not give me meat, I shall eat vegetarian food.
   - c. If you do not give me vegetarian food, I shall not eat anything.
   - d. If you do not give me vegetarian food, I shall eat meat.
   - e. If they give me only vegetarian food, I shall eat it.

9. Pattern: sentence 11.
   - a. If we talk the whole night long, will you be able to stay awake the whole night?
   - b. If we sing the whole night long, will you be able to stay awake?
   - c. If we read Quran the whole night long, will you also read Quran?
   - d. If we sing the whole night long, will you also sing?
   - e. If they stay awake all day and all night long, will you be able to stay awake?

10. Pattern: sentence 12.
    - a. If you talk the whole night long, I also shall talk the whole night long.
    - b. If you sing the whole night long, I also shall sing the whole night long.
    - c. If you dance the whole night long, I also shall dance the whole night long.
    - d. If you sing the whole night long, I shall stay awake easily.
    - e. If they dance and sing the whole day and night, I shall stay awake easily.

Lesson XV, Part 4. Sentence Drills.

Note: Use conditional conjunctive and /zodi/ constructions alternatively.

Drill 1.

--If I go home at the end of next month, will you be able to come with me?

--If your wife says that it is all right, I'll go with you. If it is an inconvenience for her, I won't come.

--If you don't come, it will be an inconvenience for her. She expects you.

--If she is expecting me, then of course I shall come. How shall we go?

--If I can make arrangements for a car, then we shall go by car.

--If you cannot make arrangements for a car, then what?

--Then we shall go by train.

--If you go by train, I'll meet you there. I do not like trains.

--If you do not go by train, how will you go?

--I shall go by plane. If I go by train, I shall not be able to sleep the whole night.

--All right. Then we shall go at the end of next month.

--Good. If you are ready to go before that, will you call me?

--All right. When I get ready, I shall call you.

Drill 2.

--If you come to Pakistan, will you come to Dacca?

--Yes, if I come to Pakistan, I shall come first to Dacca.

--When you come to Dacca, will you visit us?

--All right. If I stay with you, will it cause you an inconvenience?

--If you stay with us, it will not be an inconvenience. It will be a pleasure for us.

--If I want to say in Dacca for a long time, where will I live?

--If you want to live in old Dacca, you can live on Islampur Road.

--But if I don't want to live in old Dacca, what then?

--If you want to live in the new city, you can live in Dhanmandi.

--If I decide to live in Dhanmandi, will I be able to find a house?

--Yes. But if you want to live in new Dacca, you will not be able to find a house.

Lesson XV, Part 5. Vocabulary.

ṭren	train	nuton	new
rel gaṛi	train	śukhi	happy
śukh	happiness	śara	whole, complete
ɔpekkha	waiting		
gośto	meat	purono	old
Koran	Quran, Muslim holy book	bharotio	Indian
		pakistani	Pakistani
kiśe ki koira	how, by what means	rɔmzan	Ramzan, a month of the Muslim calendar
		Eid	Eid, a Muslim festival

Idioms:

ɔpekkhae as-	be in a state of expectation (with genitive)
ɔpekkha kɔr-	wait (with /zɔnno/, "for" and preceding genitive)
lɔge dɛkha kɔr-	visit with
ṭhik kɔr-	decide, fix
ɔnek din	many days, a long time
zaiga thak-	to stay awake